DOCUMENT RESUME

ED 399 390 CE 072 469

TITLE	Community Health. Career & Technology Studies. Guide to Standards and Implementation. Interim 1996 (September 1996-September 1997).
INSTITUTION	Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.
REPORT NO	ISBN-0-7732-1975-7
PUB DATE	Jun 96
NOTE	448p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC18 Plus Postage.
DESCRIPTORS	*Allied Health Occupations Education; *Career Education; *Community Health Services; *Competency Based Education; Educational Resources; Foreign Countries; Learning Activities; Learning Modules; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation; *Technology Education
IDENTIFIERS	*Alberta

ABSTRACT

This document contains materials for teachers to use in presenting the community health strand of the career and technology studies (CTS) program that has been approved for secondary schools in Alberta, Canada. The first three sections outline the philosophy/rationale, organization, and curriculum and assessment standards of the CTS program in general and the community health strand in particular, as well as various considerations in planning for instruction in the community health strand at the junior and senior high school levels. The next three sections define the curriculum and assessment standards for the 31 modules constituting the introductory, intermediate, and advanced levels of the community health strand. Among the topics covered in the modules are the following: family dynamics; child care/development; home care; personal safety management; adolescent health; marriage; community volunteerism; day care; anatomy, physiology, and pathology; complementary therapies; first aid; parenting; aging; prenatal/postnatal care; challenged individuals; mental health; and medical technology. The remaining four sections contain the following: assessment tools generic to the CTS program and specific to the community health strand modules; overview of linkages and transitions of CTS modules with a number of organizations; guidelines for establishing a resource-based classroom; and sample student learning guides for two modules. (MN)

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CAREER & TECHNOLOGY STUDIES

COMMUNITY HEALTH

GUIDE TO STANDARDS AND IMPLEMENTATION

INTERIM 1996
(SEPTEMBER 1996 – SEPTEMBER 1997)

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Program/Level: Career and Technology Studies/Secondary

ISBN 0-7732-1975-7

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CAREER AND TECHNOLOGY STUDIES

PROGRAM PHILOSOPHY/RATIONALE

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills, and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they must make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering the highly competitive workplace and/or post-secondary programs.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by using the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and defining and acting on their goals.

As an important component of basic education in Alberta secondary schools, CTS promotes students' achievement by setting clear expectations and recognizing students' success. Students in CTS develop competencies—that is, the knowledge, skills and attitudes students must demonstrate, or what they know and can do.

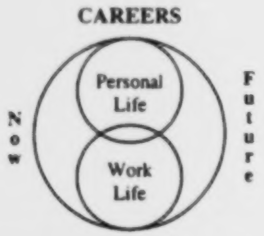
These competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To help ensure this transition for students, clearly stated expectations and standards have been defined with the assistance of teachers, business and industry representatives and post-secondary educators.

CTS offers *all* students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will:

- develop skills that they can apply in their daily lives now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions, and to appreciate environmental and safety precautions.

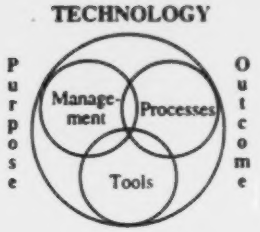
A career encompasses more than activities related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen.



The integration of careers throughout the CTS program helps students make effective career decisions and target their efforts. Students in CTS will have the opportunity to expand their knowledge about careers, occupations and job opportunities and the education and/or training requirements involved. As well, they will recognize the need for lifelong learning.

Students in CTS will have the opportunity to use and apply technology and systems effectively and efficiently, which involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools or resources that are available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems or challenges, and manage resources effectively and efficiently. Students' social skills improve through learning experiences that require them to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

Further enhancing the employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

Finally, in addition to the common outcomes described above, those students who focus on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies that are integrated throughout the CTS program.

Within an applied context that is relevant to personal goals, aptitudes and abilities, the student in Career and Technology Studies will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively, linking and applying available tools, management and processes to produce a desired outcome
- develop personal management skills by:
    - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing learning)
    - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (being innovative)
    - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing resources)
- improve social interaction skills by:
    - demonstrating flexibility and cooperative work and communication behaviors (working with others)
    - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (teamwork and leadership)
    - demonstrating high standards of diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility)
- demonstrate appropriate verbal, written, composition, summarization and presentation skills
- use basic computation and measurement principles accurately and efficiently.

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into *strands* and *modules*.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors that offer positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. The industry sectors encompass both goods-producing industries, such as agriculture, manufacturing and construction, and service-producing industries, such as business services, health services, and finance and insurance services.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites and facility and instructional parameters, where necessary.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations (i.e., have the designated competencies) will qualify for one credit towards their high school diploma.

Module learner expectations are a culmination of the *specific learner expectations*, which provide a more detailed framework for instruction. They define the scope and depth of knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	31
2. Career Transitions	23
3. Communication Technology	32
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	27
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	15
14. Foods	37
15. Forestry	21
16. Information Processing	43
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	21
20. Mechanics	53
21. Tourism Studies	24
22. Wildlife	17

Note: *As of September 1996, all 22 strands are available for optional implementation in Alberta junior and high schools. Provincial implementation of all strands is scheduled for September 1997.*

LEVELS OF ACHIEVEMENT

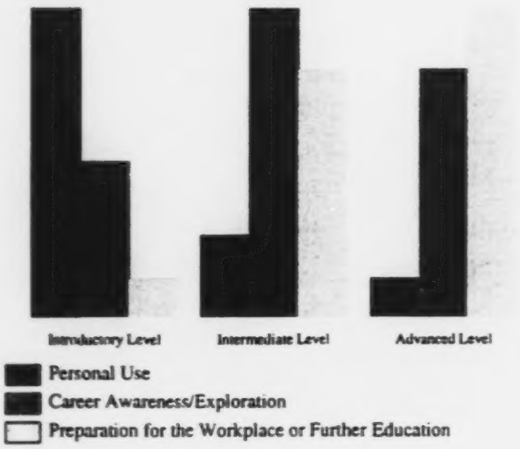
Modules are organized into three levels of achievement: introductory, intermediate and advanced. As students progress through the levels, they will be expected to meet higher standards and demonstrate increased degree of competence, both in the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

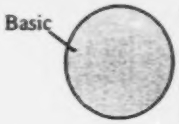
Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

The following illustrates the relative emphasis on the aspects of career planning at each of the levels.



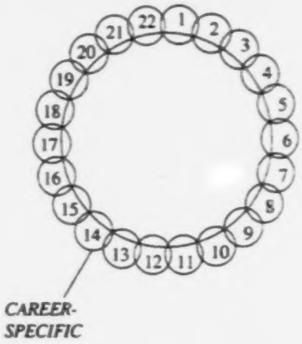
TYPES OF COMPETENCE

Two types of competence are defined within the CTS program: basic and career-specific.



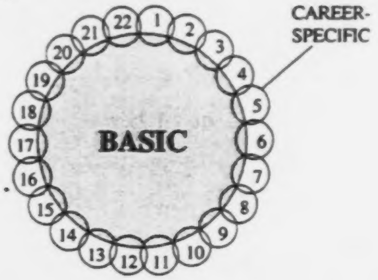
Basic Competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social: e.g., communication, teamwork, leadership and service, and demonstrating responsibility (safety and accountability).



Career-specific Competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The following model shows the relationship of these two types of competencies within the 22 strands of CTS (numbers refer to the chart on page A.5):



CURRICULUM AND ASSESSMENT STANDARDS

CURRICULUM STANDARDS

Curriculum standards in CTS define what students must know and be able do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

ASSESSMENT STANDARDS

Assessment standards define how the student's performance will be judged. In CTS, each assessment standards defines the conditions and criteria to be used for assessing the competencies defined in each module learner expectation. Students must fully meet each assessment standard, including all of the criteria and conditions defined for the module. Assessment standards are in draft form, as are tools and weightings, and will be validated 1994–97.

Teachers throughout the province will be able to ensure students receive a fair and reliable assessment. Students will use the assessment standards to guide their efforts, ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are as much as possible linked to workplace and post-secondary entry-level requirements.

The following pages describe the Community Health strand in the Career and Technology Studies program.

COMMUNITY HEALTH

STRAND RATIONALE

Although the family continues to be the primary source of support and nurture for individuals, much is changing. Shifts in the economy, social behaviours and expectations, and changes in technology and communication present new challenges to individuals, families and communities.

Life in the 21st century with emerging medical technologies and new directions in health will require skills and knowledge that will enhance the ability of individuals and families to be effective and productive both at home and in the outside world.

To meet these challenges, students will need the competencies required to attain and maintain good health and strong families and communities.

The World Health Organization defines health as "a state of physical, mental and social well-being and not merely the absence of disease or infirmity"[1]. Good health is more than personal wellness and self discipline. It also involves getting along with others, a personal sense of control, the ability to cope with stress, minimizing health risks, and supporting meaningful work, a clean safe environment and maintaining positive relationships with family and friends.

Within the philosophy of Career and Technology Studies, Community Health will provide opportunities for students to:

- develop and use knowledge, skills and attitudes to enable them to assume a responsible and holistic approach to healthy living
- enhance personal, family and community well-being throughout their lifespan, by promoting healthy lifestyles
- develop abilities, confidence and flexibility as they become aware of and prepared for the challenging and rewarding array of career choices in the health care area
- review and assess existing social, physical, economic and cultural conditions affecting the wellness of individuals, families, and communities in the world today
- study, practise and achieve competencies related to the healthy development and care of individuals throughout the lifespan
- become knowledgeable and responsible health consumers
- demonstrate critical thinking skills, responsible decision-making, and management skills in dealing with personal and community health care challenges

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[1] *Principles of the World Health Organization*, The World Health Organization, 1947

- demonstrate flexible, cooperative work behaviour and effective communication and leadership skills
- transfer and apply competencies developed in other courses, hobbies, interests, volunteer activities or work
- demonstrate efficient use of technologies and understand how they influence individual, family life and community health.
- become continuous learners throughout their life.

STRAND ORGANIZATION

DEVELOPMENT MODEL

The Community Health model below identifies the major components of the program which will be included in each module:

- knowledge, skills and attitudes
- content themes
- integrating concepts
- learning contexts.

Knowledge, Skills and Attitudes

Each module includes learner expectations to develop personal growth and prepare for the future. Each module contains learning experiences identifying the basic and career-specific competencies students are expected to develop.

Themes

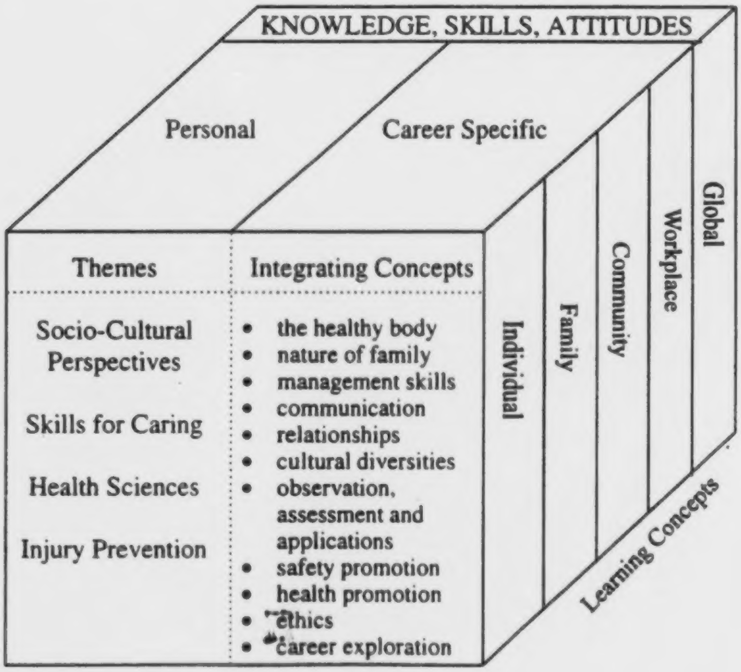
Themes provide the structure for Community Health. Modules within themes may be linked together into meaningful courses to help teachers and students choose appropriate activities based on interest, needs and resources.

Integrating Concepts

The integrating concepts are incorporated into each module to ensure the learning activities are relevant and meaningful.

Learning Contexts

The learning contexts, represented on the right face of the model, foster the development of competencies to enhance the individual, family, community, workplace and global environment.



Themes

Socio-Cultural Perspectives

Skills for Caring

Health Sciences

Injury Prevention

Integrating Concepts

- the healthy body
- nature of family
- management skills
- communication
- relationships
- cultural diversities
- observation, assessment and applications
- safety promotion
- health promotion
- ethics
- career exploration

LEVELS

As with all other CTS strands, Community Health is organized into three levels of learning: introductory, intermediate and advanced.

Introductory level modules help students build a foundation of knowledge, skills and attitudes to promote healthy lifestyles. Learning experiences begin at a concrete level and help students accept personal responsibility for family and health.

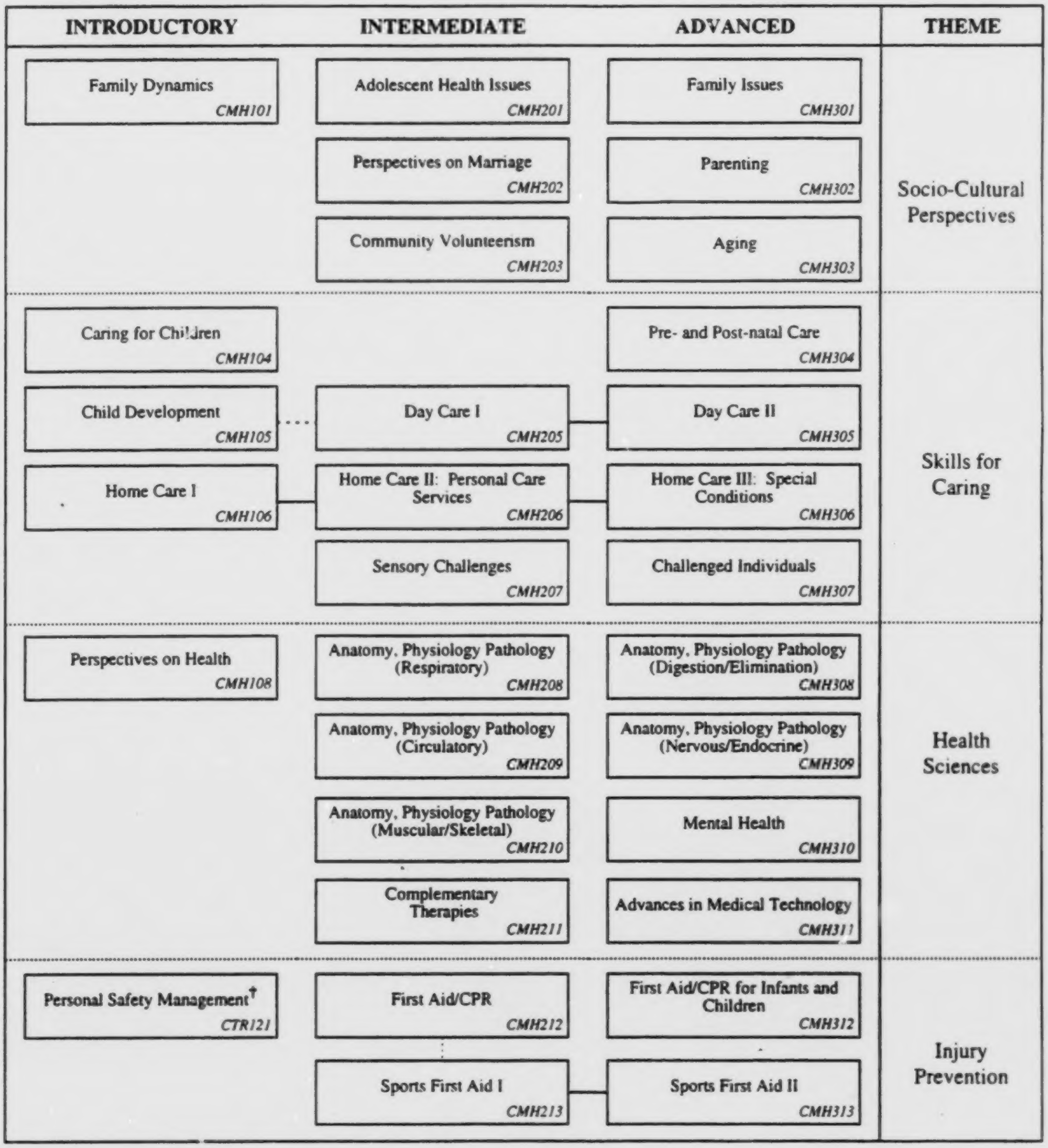
Intermediate level modules emphasize career awareness and job exploration and provide opportunities for students to develop their knowledge, skills and attitudes within the family and health areas.

Advanced level modules allow career preparation and provide opportunities for students to develop more specialized knowledge, skills and attitudes relevant to further education or the workplace in health/family careers.

The levels framework challenges students, encourages continuous learning and provides new and exciting opportunities at each level.

(Interim Status 1996)*

SCOPE AND SEQUENCE **COMMUNITY HEALTH**



INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Family Dynamics *CMH101*	Adolescent Health Issues *CMH201*	Family Issues *CMH301*	Socio-Cultural Perspectives
	Perspectives on Marriage *CMH202*	Parenting *CMH302*	
	Community Volunteerism *CMH203*	Aging *CMH303*	
Caring for Children *CMH104*		Pre- and Post-natal Care *CMH304*	Skills for Caring
Child Development *CMH105*	Day Care I *CMH205*	Day Care II *CMH305*	
Home Care I *CMH106*	Home Care II: Personal Care Services *CMH206*	Home Care III: Special Conditions *CMH306*	
	Sensory Challenges *CMH207*	Challenged Individuals *CMH307*	
Perspectives on Health *CMH108*	Anatomy, Physiology Pathology (Respiratory) *CMH208*	Anatomy, Physiology Pathology (Digestion/Elimination) *CMH308*	Health Sciences
	Anatomy, Physiology Pathology (Circulatory) *CMH209*	Anatomy, Physiology Pathology (Nervous/Endocrine) *CMH309*	
	Anatomy, Physiology Pathology (Muscular/Skeletal) *CMH210*	Mental Health *CMH310*	
	Complementary Therapies *CMH211*	Advances in Medical Technology *CMH311*	
Personal Safety Management† *CTR121*	First Aid/CPR *CMH212*	First Aid/CPR for Infants and Children *CMH312*	Injury Prevention
	Sports First Aid I *CMH213*	Sports First Aid II *CMH313*	

—— indicates a prerequisite - - - - indicates a recommended sequence

† This module is also offered in Career Transitions.

* Scheduled optional implementation, September 1996.

MODULE DESCRIPTIONS

MODULE CMH101: Family Dynamics

Students examine family structures, roles and responsibilities involved in meeting the demands of today's society. They study family patterns from the past and determine how these influence family life now and in the future.

This module includes concepts which may be particularly sensitive to students, parents or community members.

MODULE CMH104: Caring for Children

This module identifies the rights and responsibilities of the caregiver (babysitter) and the families. Students focus on accident prevention and handling emergencies. Students qualify for a certificate if they meet the competencies as specified by the credentialling agency.

MODULE CMH105: Child Development

Students examine the needs and behaviours of children in various stages of development, and demonstrate management and caregiving skills applicable to each stage. Various community facilities are identified. Students observe how different centres meet the needs of the children and the family. Students are encouraged to take this module to explore their interest in working with young children.

MODULE CMH106: Home Care I

As an introduction to home care, the student will study the roles, rights and responsibilities, communication and management skills necessary for providing care. To further the understanding of home care, students gain an understanding of the promotion and maintenance of the integumentary system. Community support resources are identified.

MODULE CMH108: Perspectives on Health

This module identifies the determinants of good health and examines how they affect well-being. The student will discuss the shared roles, rights and responsibilities of health services and the changing trends in health.

This module includes concepts which may be particularly sensitive to students, parents or community members.

MODULE CTR121: Career Transitions

Students develop practical safety-related knowledge, skills and attitudes including certification in emergency first aid.

MODULE CMH201: Adolescent Health Issues

Further to the examination of adolescent development, this module explores and examines various health issues that are interesting to the modern adolescent teen. Community resources available to teenagers are identified.

This module includes concepts which may be particularly sensitive to students, parents or community members.

MODULE CMH202: Perspectives on Marriage

Students examine relationships and related issues as they apply to marital relationships. Students acquire life skills that will help them now and in the future.

This module includes concepts which may be particularly sensitive to students, parents or community members.

MODULE CMH203: Community Volunteerism

Through exploration and participation, students examine and demonstrate the roles of effective volunteers.

MODULE CMH205: Day Care I

Students investigate the roles and responsibilities of a childcare worker, and develop communication and observation skills. Students develop skills to assist in the physical, social, emotional and intellectual development of children from birth to age six. If students successfully complete Day Care I and Day Care II, two practicum modules and are 16 years of age, they are eligible for a Level I Orientation Qualification Certificate.

MODULE CMH206: Home Care II: Personal Care Services

Students identify and demonstrate the skills necessary to provide personal care services, recognizing the impact on the individual and family members. A project module from Career Transitions in a community care facility will enhance student learning in this area.

MODULE CMH207: Sensory Challenges
This module examines sensory challenges and the impact on the individual and on family dynamics. Community resources and technologies that are available are identified. Students have an opportunity to study communication skills for sensory challenged individuals. Accessing the volunteer module or completing a project module from Career Transitions will enhance student learning in this area.

MODULE CMH208: Anatomy, Physiology and Pathology (Respiration)
Through study of the anatomy, physiology and pathology of the respiratory system, students gain an appreciation of practising a healthy lifestyle, and acquire the knowledge and skills to deal with respiratory conditions as they affect the individual, family and friends. Community support resources are identified.

MODULE CMH209: Anatomy, Physiology Pathology (Circulation)
Through study of the anatomy, physiology and pathology of the circulatory system, students gain an appreciation of practising a healthy lifestyle, and acquire the knowledge and skills to deal with circulatory conditions as they affect the individual, family and friends. Community support resources are identified.

This module includes concepts which may be particularly sensitive to students, parents or community members.

MODULE CMH210: Anatomy, Physiology and Pathology (Muscular/Skeletal)
Through study of the anatomy, physiology and pathology of the muscular/skeletal system, students gain an appreciation of practising a healthy lifestyle, and acquire the knowledge and skills to deal with muscular/skeletal conditions as they affect the individual, family and friends. Community support resources are identified.

MODULE CMH211: Complementary Therapies
Students examine complementary therapies, their foundations, applications, costs, ethical issues and prediction for the future.

This module includes concepts which may be particularly sensitive to students, parents or community members.

MODULE CMH212: First Aid/CPR
Students study first-aid skills and demonstrate techniques and procedures for dealing with emergency situations. Students qualify for a Standard First Aid certificate when they meet the competencies specified by the credentialling agency. Instructors must be certified First-Aid/CPR Instructors (school or community).

MODULE CMH213: Sports First Aid I
Students learn about the different aspects of sports injuries, first-aid care and prevention of athletic injuries. Upon successful completion of this module, the student is eligible to receive an Athletic First Aid certificate from the Sports Medicine Council of Alberta.

MODULE CMH301: Family Issues
This module examines changes that occur within a family and the required adjustments family members must make. Cultural diversities are investigated and community resources are identified.

This module includes concepts which may be particularly sensitive to students, parents or community members.

MODULE CMH302: Parenting
Students examine parenting and the issues involved with parenting. This module helps students appreciate current family dynamics and enhances future parenting skills. Students are encouraged to have a foundation in child development and care as offered in Child Development (CMH105).

This module includes concepts which may be particularly sensitive to students, parents or community members.

MODULE CMH303: Aging
Students gain an understanding of the issues involved with the aging process and the impact on the individual, the family and the community. Students identify community resources and recognize the importance of seniors as a resource to the community.

This module includes concepts which may be particularly sensitive to students, parents or community members.

MODULE CMH304: Pre- and Post-natal Care
This module focuses on the impact of pregnancy on physical, mental and social well-being. It emphasizes the significance of pre-natal, labour, delivery and post-natal care.

This module includes concepts which may be particularly sensitive to students, parents or community members.

MODULE CMH305: Day Care II
Day Care I and a practicum in a day care centre are prerequisites for this module. Students continue to study the development and care of children, focusing on the importance of play and guiding behaviour. Successful completion of Day Care I and II, and two practicum modules will qualify the student to receive a Level I Orientation Qualification certificate.

This module includes concepts which may be particularly sensitive to students, parents or community members.

MODULE CMH306: Home Care III: Special Conditions
This module addresses care as it relates to special conditions, special treatments, loss, long term care and the palliative process. A project module from Career Transitions in a community care facility will enrich student learning in this area.

This module includes concepts which may be particularly sensitive to students, parents or community members.

MODULE CMH307: Challenged Individuals
Students recognize the diversity of experiences facing individuals who are physically and/or mentally challenged. Community resources for these individuals are identified.

MODULE CMH308: Anatomy, Physiology, Pathology (Digestion/Elimination)
Through study of the anatomy, physiology, pathology and treatment of the digestive and elimination systems, students gain an appreciation of practising a healthy lifestyle and acquire the knowledge and skills to deal with digestive and elimination conditions as they affect the individual, family and friends. Community support resources are identified.

MODULE CMH309: Anatomy, Physiology, Pathology (Nervous/ Endocrine)
Through study of the anatomy, physiology and pathology of the nervous/endocrine system, students gain an appreciation of practising a healthy lifestyle, and acquire the knowledge and skills to deal with nervous/endocrine conditions as they affect the individual, family and friends. Community support resources are identified.

Module CMH310: Mental Health
Students study the parameters of mental well-being and the causes, signs, symptoms and treatment of mental illness. The focus is on preventive measures and the impact on the individual, peers, family and community. Community support resources are identified.

MODULE CMH311: Advances in Medical Technology
This module focuses on the social, emotional and economic impact of medical technology. Related ethical issues are also examined.

MODULE CMH312: First Aid/CPR for Infants and Children
Students identify a child-safe environment and recognize life-threatening emergencies or medical conditions and demonstrate appropriate first-aid procedures. Potential community workers, recreation leaders and caregivers are encouraged to take this module. Students qualify for an Emergency Child Care certificate (Canadian Red Cross) or a Standard First Aid in Child Care certificate (St. John Ambulance) when they meet the required competencies specified by the credentialling agency. Instructors must be certified First Aid/CPR instructors with a child care instructor designation.

MODULE CMH313: Sports First Aid II
Students focus on the application of knowledge, skills and techniques to enhance athletic performance, to recognize common athletic injuries and to assist in rehabilitation. A project module from Career Transitions will enhance student learning in this area.

SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Community Health strand, or the *CTS Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from two or more strands. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on course names and course codes.

Module selection and sequencing must consider the module parameters, which define:

- prerequisite and corequisites (entry-level competencies)
- instructional qualifications, if specialized
- equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible time-tabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

Basic competencies are integrated throughout the CTS program and within each module. Selected basic competencies will be emphasized within a module, depending on the nature of the career-specific competencies defined for the module.

Section G (Assessment Tools) of this Guide provides a description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

The basic competencies related to teamwork, responsibility, ethics, service and communication should be emphasized in Community Health modules at the intermediate advanced level where community-based activities and projects would be encouraged.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations.

Portfolios

When planning for instruction and assessments, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievements.

Portfolios will aid students in identifying skills and interests to enhance their lifestyle and provide direction into a profession. They also provide the receiving teacher, employer and/or post-secondary institutions documentation of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and the teacher.

Assessing Student Achievement

Assessing the student's competency is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Section G (Assessment Tools) of this Guide to Standards and Implementation will provide copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each assessment standard has also been established. The emphasis provides a guideline to help teachers determine time allocation and/or a percentage grade for students.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on how student achievement can be recognized and reported at the school and provincial levels.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support the Community Health strand. It is intended that these resources will form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resources Guide) of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to non-commercial or government agencies that offer resources that may be of assistance in this strand.

In addition to the resources, sample Student Learning Guides will be available. These samples, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the time lines?
- How will the final mark be calculated?

Sample Student Learning Guides for Community Health will be validated and expanded over the 1995–96 school year.

Copies of these sample learning guides will be available, by request, from the CTS Unit in print and/or disk format (Microsoft Word).

PLANNING FOR COMMUNITY HEALTH

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Community Health strand.

Sensitive Issues

Modules and concepts developed in this strand must be dealt with in a sensitive manner. Concepts such as family history, cultural diversities, sexuality, dealing with emergency, loss and personal contact in caregiving must be treated with care. Teachers will need to be sensitive and respectful of family and community values. Parents must be advised prior to the start of human sexuality instruction of their right to exempt their child from the module. Accessing school or community trained personnel or offering alternative assignments may assist the teacher in presenting these topics.

Teachers and administrators should also review provincial and system policies related to sensitive issues. The following modules contain topics which can be particularly sensitive: CMH101, CMH108, CMH201, CMH202, CMH209, CMH211, CMH301, CMH302, CMH303, CMH304, CMH305 and CMH306.

Related Legislation

Instructors of Community Health must be aware of the issues addressed in the Occupational Health and Safety Acts and Emergency Medical Aid Act as well as other provincial and federal health legislation. In the module Perspectives on Health CMH108, students study the legislation related to health services. Day Care II, CMH305, students examine the Day Care Regulations that have been developed to ensure the safety and well-being of children and staff.

Safety

Health promotion and illness/injury prevention are integral concepts integrated throughout the Community Health strand. Instructors should make every effort to provide a safe environment for their students. Instructors must also teach the skills necessary to ensure the health and safety of the student as a caregiver and the clients. Safety precautions include gloves, goggles, masks, gowns, hand-washing, first-aid procedures, appropriate body mechanics, etc.

Qualifications for Module Delivery

Responsibility for instructional planning and delivery of modules in Community Health will be assumed by Alberta Certified Teachers having expertise in the classroom as well as family and health service experiences. The following chart outlines qualifications for module delivery in Community Health modules.

MODULE	QUALIFICATIONS FOR MODULE DELIVERY	
	Recommended	Required
CMH104 Caring for Children	Standard First Aid Certificate	
CMH206 Home Care II	Home care skill training	
CMH207 Sensory Challenges		American Sign Language or Braille
CMH212 First Aid/CPR		First Aid/CPR Instructor
CMH213 Sports First Aid	Athletic First Aid Certificate	
CMH306 Home Care III		Home care skill training
CMH312 First Aid/CPR Children and Infants		First Aid/CPR Instructor with a child care instructor designation.

Refer to specific module parameters for information regarding qualifications for module delivery and to the credentialling opportunities chart shown in section H. It should be noted that instructors may be accessed from the community or other school resources personnel.

Selecting Modules

The scope and sequence chart in Section B provides an overview of the Community Health modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

Course planning should take into consideration module sequences that link with both physical and human resources present in the school and community.

Teachers should be aware of the linkages of Community Health with the junior and senior high science, health, sports medicine and CALM program. In particular, there is a close link between biology and intermediate and advanced level modules in the Health Science theme. Charts outlining these linkages are shown in section H. Community Health is designed to give the students practical applications to enhance and complement the learnings in these courses. With collaborative, cooperative planning at the school level, the students will benefit from meaningful learning experiences.

To increase the time necessary to expand or enhance learnings, the student can access project modules from Career Transitions. In addition, practicum modules from Career Transitions are designed to provide opportunities to meet the requirements to attain a credential available from credentialling agencies external to the school. Credentialling opportunities available in Community Health are listed in Section H, pages 22 and 23.

Note: Selected modules require that the student have access to an instructor with certification or special training. Where this is necessary it is noted in the module parameters.

Community Health for Junior High School Students

The introductory level modules may be offered in part or in whole at the junior high level. As each school and community will vary in terms of available resources, it is important to access potential support networks prior to selecting module sequences.

The number of modules will vary according to the time available. Modules may be combined into courses and offered within a school year or over a span of a few years. Junior high students may not complete all the learner expectations in all the modules.

Suggested module selection for junior high schools would be:

- Caring for Children
- Child Development
- Family Dynamics

In addition, these modules could be combined with introductory modules from Foods, Fashion Studies and/or Financial Management.

Community Health for Senior High School Students

All introductory, intermediate and advanced modules may be offered to senior high students. The following are a few examples of module groupings into sample courses:

3 credit introductory course with a Health Service focus:

- Perspectives on Health
- Child Development
- Personal Safety Management

3 credit introductory course with a Family Studies focus:

- Family Dynamics
- Adolescent Health Issues
- Perspectives on Marriage

The following are examples of module groupings for a course with a Health Service focus.

5 credits (no previous experience) **Health Service Focus**	Perspectives on Health Respiration Circulation Muscular/Skeletal First Aid/CPR

5 credits **Health Services Focus**	Home Care I & II Sports First Aid Sensory Challenges Complementary Therapies or Community Volunteerism or Sports First Aid I

Health Service Focus (5 credits)	Home Care III Digestion/Elimination Nervous/Endocrine Challenged Individuals *or* Advances in Medical Technology *or* Sports First Aid II

Sample groupings of modules for a Family Studies focus follow.

5 credits (no previous experience) **Family Studies Focus**	Family Dynamics Perspectives on Marriage Child Development Community Volunteerism Adolescent Health Issues

5 credits **Family Studies Focus**	Day Care I & practicum Day Care II & practicum First Aid/CPR for Infants and Children

Family Studies Focus (5 credits)	Family Issues Mental Health Parenting Pre- and Post-Natal Care Aging

Project modules from Career Transitions for additional credit will enhance the learnings in Home Care and Sports First Aid.

Organizing for Learning

A "learn by doing" approach is recommended for the Community Health strand. Essentially, the teacher's role will become that of guide and partner in the learning process. The "learn by doing" approach requires the teacher to be facilitator and coach, rather than subject-based expert, as students actively participate in learning by doing and discovering.

Small group instruction is a good way to foster learning by doing and discovering. Small groups enable students to be active participants in learning, and develop independent and responsible learning habits. As students work in small group situations they will share information, solve problems, develop consensus, and help each other learn content and processes.

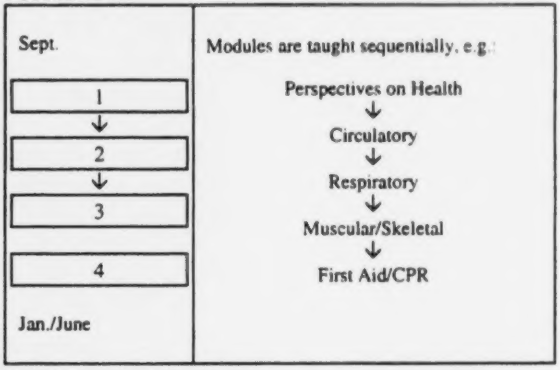
The community is a major stakeholder in education and can be an effective partner in the learning process. The use of community members and resources should be integrated into course planning. Business, industry and government agencies offer a wide range of services and resources, as do local clubs, service groups and institutions. When planning for the use of community resources, teachers should ensure that related presentations and/or activities:

- are consistent with student knowledge and skill levels
- demonstrate sound pedagogy
- are exemplary of approved health and safety standards
- provide a balanced approach to curriculum topics and related issues.

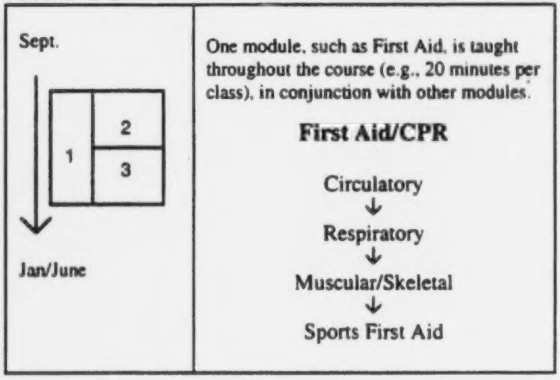
Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of this Guide). These module parameters describe:

- prerequisite or corequisite modules
- facility and equipment requirements, if required, and
- instructional qualifications, if required.

Scenario A

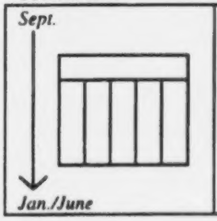

Sept.
1
2
3
4
Jan./June
Modules are taught sequentially, e.g.:
Perspectives on Health
Circulatory
Respiratory
Muscular/Skeletal
First Aid/CPR

Scenario B


Sept.
1
2
3
Jan/June
One module, such as First Aid, is taught throughout the course (e.g., 20 minutes per class), in conjunction with other modules.
First Aid/CPR
Circulatory
Respiratory
Muscular/Skeletal
Sports First Aid

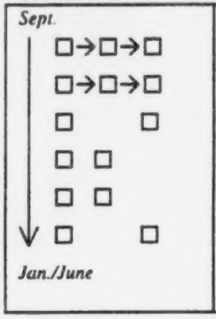
Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



All students take one or two modules together, then are able to select modules from a menu of modules.

Scenario D



From a menu of modules defined by the teacher, the students select which ones they will work on and, in consultation with the teacher, establish timelines for completion and submission of assignments, etc.

Plans for instruction must address social, economic and environmental perspectives related to the family and health. Provide opportunities for students to become involved in learning experiences that reflect a broad understanding of related issues and alternatives. Presentations of course content that reflect a singular or narrow view are not consistent with learner expectations and must be avoided.

As in all CTS strands, students will identify, explore and prepare for future career opportunities. It is recommended that course planning include the integration of relevant career investigations throughout each module, rather than as a singular or isolated study. Career profiles, interviews and job shadowing will acquaint students with the many technical and professional careers associated with the Community Health field.

Addressing Safety in Off-campus Excursions

Field excursions are recommended and should be an important part of teaching and learning throughout the Community Health strand. Safety must be a prime consideration in planning off-campus learning experiences. Both teachers and students should engage in activities commensurate with their level of training and ability. Adequate instructional support, guidance and supervision must be provided at all times. Local jurisdiction and school policies must be understood and observed by principals, teachers, parents, supervisors and students.

Preparation and Risk Anticipation

The preparation stage is the most important part of any off-campus excursion. At this stage of planning, potential risks can be anticipated and either avoided or moderated. The preparation stage should focus attention on:

- trip administration, including the use of parental permission forms, health information forms, school/system authorization forms and accident report forms
- a review of laws and regulations relevant to the excursion and activities that will be undertaken
- study of the site to which the trip is being conducted, and the identification of potential hazards and risks
- determination of group size and the level of supervision that will be required (e.g., supervisor/student ratio)
- a briefing of parents, school administrators, government/industry authorities or others who should be informed in the event of an accident regarding itineraries, participants and emergency response plans
- pre-trip logistics, including transportation, equipment, facility and departure date considerations
- student preparation, including background knowledge and experience, mental and physical preparedness, and training in specific skill areas, and the appropriate ethical responsibilities and behavioural expectations at the designated site.

On-site Risk Management

Safety and risk management involves exercising situation-specific judgement throughout the course of an off-campus excursion. Judgement is the product of experience, and may include recognizing factors such as dangers imposed by equipment, a decline in physical strength, or a more challenging task. Many of the hazard recognition skills can be taught in the classroom in the preparation stage.

A significant aspect of on-site risk management is group management. Teachers can exercise appropriate group management strategies by focusing attention on:

- pacing and observation distance, including speed of travel, rest stops, distance travelled and maintaining safe distance for observations
- group control, including position of leader, regrouping procedures, signal systems and buddy systems
- the establishment of group rules and norms
- clearly defined task allocations for each student
- objective hazard recognition on the site, including machinery and equipment.

Identifying Linkages

Section H of this Guide describes linkages within CTS strands.

Note that project modules from the Career Transitions strand may be combined with modules from Community Health to provide increased opportunity for students to develop expertise and refine their competencies.

Improved Smooth Transitions to the Workplace and/or Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into:

- the workplace
- related post-secondary programs or other avenues for further learning.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Community Health.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the conditions and criteria to be used for assessing the competencies defined in the module learner expectations. These assessment standards and the accompanying assessment tools are in draft form and will be validated for September 1997.

Specific learner expectations provide a detailed framework for instruction and help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module CMH101: Family Dynamics D.3
Module CMH104: Caring for Children D.7
Module CMH105: Child Development D.11
Module CMH106: Home Care I D.15
Module CMH108: Perspectives on Health D.19
Module CTR121: Personal Safety Management D.25

MODULE CMH101: FAMILY DYNAMICS

Level:	**Introductory**
Theme:	**Sociocultural Perspectives**
Prerequisite:	**None**

Students examine family structures, roles and responsibilities involved in meeting the demands of today's society. They study family and health patterns from the past to determine how these influence family life now and in the future.

This module includes concepts which may be particularly sensitive to students, parents or community members.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **describe historical and contemporary families, and their importance in society as a basic social institution**	• a presentation in which the student compares today's family with a historical family (a minimum of a 20 year gap) and predicts the effect of current trends on the family of the future as to: – family structures – roles and responsibilities – family traditions – decision making and authority patterns – family functions. *Assessment Tool* *CMH101-1: Presentation/Reports: Families – Past, Present and Future* *Standard* *Performance rating of 1 on each criteria*	30
• **demonstrate effective communication skills appropriate to resolving family conflicts**	• applied problem solving in which the student – using a minimum of three scenarios (TBD) applies the criteria of effective communication to resolve family conflicts. *Assessment Tool* *CMH101-2: Conflict Resolution Assessment Guide* *CMH101-3: Conflict Resolution: Sample Scenarios* *Standard* *Performance rating of 1 on each criteria*	20

MODULE CMH101: FAMILY DYNAMICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **develop a health action plan based upon a summary of past and present health history**	• presenting an individual health summary (past and present) of self or of another. *Assessment Tool* *CMH101–4: Presentation/Report: Health Summary* *Standard* *Performance rating of 1 on each criteria* • applying the individual health summary in the development of a plan to maintain or improve health for the future. *Assessment Tool* *CMHPAPW: Personal Action Plan Worksheet* *Standard* *All sections have been completed appropriately*	30
• **assess the effect of personal career choices on:** **– self** **– family** **– friends** **– school/community**	• completion of an analysis of Career Choices Worksheet. *Assessment Tool* *CMH101–5: Career Choices Assessment Guide* *CMH101–6: Career Choices: Sample* *Standard* *Performance rating of 1*	20
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH101: FAMILY DYNAMICS (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of the Family	• compare and contrast definitions of the historical and contemporary family and its various structures	Historical family resources: e.g., museums, archives, documentaries, media families.
	• research and analyze rights and responsibilities of family members: – to each other – to family as a whole – to the community – for health and safety	• health/safety in the home environment. • role of the family re: family care responsibilities. • effect on personal life and family of personal health/safety decisions (substance abuse, physical abuse).

	• assess the uniqueness of a family (taking into consideration socioeconomic conditions and cultural differences), as related to:
	– family traditions
	– family structures
	– decision making and authority patterns
	– family functions
	– family life cycle stages
	– roles in one's career
	  • family
	  • job
	– impact of gender stereotypes
		Families Today.
		Photos, essays, videos, family heirlooms.
		Interview.

	• provide examples of changes that have occurred and are occurring to the traditional family and predict future trends	Trends such as: • telecommunications • self employment • job sharing • flex time arrangement • stay-at-home parent • two-income families • family size • increased life expectancy.
Building Healthy Families • Communications	• assess the importance of communication in the building of healthy family relationships: – sending a clear message – effective listening – barriers to communication.	Role playing Communication dyads Mediators Case studies Conflict resolution *Families Today*.

MODULE CMH101: FAMILY DYNAMICS (continued)

Concept	Specific Learner Expectations	Notes
Building Healthy Families • Communications (continued)	*The student should:* • demonstrate communication skills to resolve conflicts – awareness (identify the problem) – setting limits – argument (identify and evaluate the alternatives) – negotiation (choose the best solution) – follow-up (implement and evaluate the solution)	
Observation, Assessment and Application	• research a family health history, documenting genetic lineages to various diseases • research and write a health history, including: – immunization records – medical history including medical conditions, childhood diseases, hospitalization and surgery – inherited diseases and predisposition to health problems • develop a Personal Action Plan which may promote well being throughout the lifespan.	Teachers are reminded to be sensitive to the needs of individual students - for some, this may be a difficult assignment. A letter should be sent to parents explaining the purpose of this assignment. An alternative case study or family tree should be available. E.g.: asthma, epilepsy, diabetes, allergies, sickle cell anemia, Tay-Sachs disease.
Career Exploration	• define, using the CTS definition of careers, the influence of personal life choices on: – family members throughout the life cycle – friends – community.	

MODULE CMH104: **CARING FOR CHILDREN**

Level: **Introductory**

Theme: **Skills for Caring**

Prerequisite: **None**

Module Parameters: **It is recommended that the student have access to instruction from an individual with a Standard First Aid certificate**

This module identifies the rights and responsibilities of the caregiver (babysitter) and the families. Students focus on accident prevention and handling emergencies. **(Students qualify for a certificate if they meet the competencies as specified by the credentialling agency.)**

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Standards (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify the rights and responsibilities of the babysitter/caregiver, his or her family and the employer**	• identifying the rights and responsibilities of the caregiver, his or her family and the employer. *Assessment Tool* *CMH104–1: Child Care Worksheet* *Standard* *Performance rating of 1*	10
• **demonstrate the skills required for child care, including:** – **infant caregiving skills** – **food selection and presentation** – **first aid skills**	• practical experiences in which the student: – demonstrates five infant caregiving skills – prepares and presents food for a child of a specific age group – demonstrates basic first aid skills. *Assessment Tool* *CMH104–2: Child Care Skills Checklist* *Standard* *As stated on the tool*	50

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MODULE CMH104: CARING FOR CHILDREN (continued)

Module Learner Expectations	Assessment Criteria and Standards (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• identify appropriate solutions to babysitting problems	• appropriate solutions to three common babysitting behavioral problems and two emergency situations. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *CMH104–3: Babysitting: Sample Scenarios* *Standard* *Performance rating of 3*	20
	• a concept test consisting of questions on all aspects of child care. *Assessment Tool* *CMH104–4: St. John Ambulance, Canadian Red Cross Babysitter (or other agencies) exam or teacher-developed exam* *Standard* *Performance rating as required for certification or 14/20 on CMH test*	10
• assess personal competencies in providing child care	• assessment of personal competencies following a practical child care experience. *Assessment Tool* *CMH104–1: Child Care Worksheet* *Standard* *Performance rating of 1*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH104: CARING FOR CHILDREN (continued)

Concept	Specific Learner Expectations	Notes
Management	*The student should:* • list the rights and responsibilities of babysitters/caregivers, their family and the employer • outline babysitting as a business including: – how to get a job – reference check – expertise expected – dates and times – location – transportation – wage • describe strategies babysitters can use to handle potential abuse • using the basic guidelines for getting along with children (calm and consistent, in control, honest and fair), identify common babysitting problems and evaluate possible solutions.	• Temper tantrums, fighting, shyness, fears, play.
Observation, Assessment and Application	• demonstrate the basic skills of infant care: – picking up a baby – holding, changing, feeding, putting to bed • describe and/or demonstrate the procedures for accident prevention and handling emergencies: – general first aid procedures for: bleeding, rescue breathing, choking, poisoning, burns, head and bone injuries, foreign objects, bites and stings, blisters, frostbite, hypothermia, fainting, shock, heatstroke, seizures, splinters, sprains – unusual circumstances such as fire, illness, strangers, child abuse – accessing emergency health care.	Babysitter Safety Course Materials.

MODULE CMH104: CARING FOR CHILDREN (continued)

Concept	Specific Learner Expectations	Notes
Safety and Health Promotion	*The student should:* • list strategies to make eating safe and enjoyable for babies, toddlers and pre-schoolers • identify safe and appropriate toys, activities and equipment for infants to six years • categorize safe and appropriate toys, activities and equipment for infants to six years • explain how to create a safe inside and outside environment: – child-proof the home – family fire escape plan	Create a babysitter's "cope kit".
Career Exploration	• an assessment of personal knowledge, skills and attitudes in the area of child care.	

MODULE CMH105: CHILD DEVELOPMENT

Level: **Introductory**

Theme: **Skills for Caring**

Prerequisite: **None**

Students examine the needs and behaviours of children in various stages of development and demonstrate management and caregiving skills applicable to each stage. Various community care facilities are identified. Students observe how different centres meet the needs of the children and family.

Students are encouraged to take this module to explore their interest in working with young children.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify the physical, mental and social development of children, ages 0–6, and describe the appropriate care of each stage**	• a presentation that outlines the development of children and describes the needs of children in relation to their age and developmental stage. *Assessment Tool* *CMH105–1: Presentation/Report: Child Development* *Standard* *Performance rating of 1*	25
• **identify appropriate solutions to problems in child care**	• applied problem solving in which the student: – provides appropriate solutions to three scenarios showing the need for routines and boundaries in child care – provides appropriate solutions to three scenarios depicting emergency situations. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *CMH105–2: Child Development: Sample Scenarios* *Standard* *Performance rating of 1 on each scenario*	20

MODULE CMH105: CHILD DEVELOPMENT (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
	• practical problem-solving experiences in which the student: – plans a one day menu suitable for a young child – prepares and evaluates one meal for a child – evaluates a toy or activity suitable for a young child – charts clothing needs and costs for one season. *Assessment Tool* *CMH105–3: Child Development Tasks* *Standard* *Performance rating of 1*	35
• **identify child-focused community resources and evaluate the programs based on individual child and family needs**	• identifying community resources available and evaluating how they meet the needs of children. *Assessment Tool* *CMHCRA: Child Community Resources Assessment* *Standard* *Performance rating of 1*	10
• **discuss related career interests**	• investigating a career associated with community child care. *Assessment Tool* *CMHCRA: Child Community Resources Assessment* *Standard* *Performance rating of 1*	10
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH105: CHILD DEVELOPMENT (continued)

Concept	Specific Learner Expectations	Notes
The Healthy Body	*The student should:* • identify the physical, mental and social development of: – infants – toddlers – preschoolers – school-aged children – special needs children • describe the needs of children in relation to their developmental behaviours.	Erikson's stages of emotional development. Piaget's stages of cognitive development. Kohlberg's stages of moral development.
Observation, Assessment and Applications	• describe the need for love and security to promote healthy development • describe the need for routines and boundaries and evaluate various strategies that could be used • recognize the importance of nutritious foods and establishing health dietary habits early in a child's life • identify the type and amount of clothing required by a small child – discuss the environmental and economic issues related to children's clothing • describe how children learn through play – cite examples of toys or activities that will help children develop physically, mentally and socially – categorize play activities according to a child's age and stage of development.	Discuss the need to recognize cultural diversities as they affect child development and care. Select and prepare nutritious, safe foods for small children. Collect pictures of clothing suitable for a child, give costs and reasons for buying. • diapers • uni-sex clothing • second-hand clothing Create a toy or design an activity and evaluate the product based on a child's needs and interests.
Health and Safety Promotion	• outline strategies to provide a clean, safe environment to prevent illness and injury • demonstrate common sense in handling an emergent situation.	

MODULE CMH105: CHILD DEVELOPMENT (continued)

Concept	Specific Learner Expectations	Notes
Community Support Facilities	*The student should:* • identify the community resources available to meet the needs of young children, including: – child care options – recreation – education – support groups.	Stay-at-home parent, day home, daycare, nanny, after-school program
Career Exploration	• assess one or more occupations associated with a community child focused resource as to: duties, education/training required, employment opportunities, salary and benefits.	Registered day home provider, daycare worker, professional nanny service, early childhood educator, community after-school program supervisory or volunteer, children's book author, toy designer, community health worker.

MODULE CMH106: HOME CARE I

Level: **Introductory**

Theme: **Skills for Caring**

As an introduction to home care, the student will study the roles, rights and responsibilities, communication and management skills necessary for providing care.

To further the understanding of home care, students gain an understanding of the promotion and maintenance of the integumentary system. Community support resources are identified.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on*	
• **assess the impact on the individual and family when home care is required**	• an applied problem solving activity in which the student analyzes three scenarios, to assess the impact on the individual and family when home care is required. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *CMH106–1: Home Care Sample Scenarios* *Standard* *Performance rating of 1*	15
• **describe the management of home care with respect to:** – **roles, rights and responsibilities of caregivers** – **support resources available** – **importance of providing respite care for the primary caregiver**	• a presentation/report in which the student: – describes a minimum of five roles and rights/responsibilities of caregivers – describes five support resources available – describes three alternatives for respite care for the primary caregiver. *Assessment Tool* *CMH106–2: Home Care Management Tasks* *Standard* *Performance rating of 1*	15

MODULE CMH106: HOME CARE I (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on*	
• identify and describe factors related to the promotion and maintenance of a healthy integumentary system	• a concept test consisting of a minimum of 30 questions indicating knowledge of the anatomy, physiology, pathology and care of the integumentary system. *Assessment Tool* *CMH106–3: Concept Test: Integumentary Sample Questions* *Standard* *Performance rating of 50%*	20
	• practical activity in which student demonstrates skin care needs and promotion of healthy skin. *Assessment Tool* *CMHHCSA–1: Home Care Skills Assessment* *Standard* *Performance rating of 3*	10
• demonstrate procedures in the provision of effective home care	• practical activities in which the student demonstrates: – three environmental adaptations – three equipment adaptations – aseptic techniques – taking and recording vital signs – applications of hot and cold treatments (dry and moist) – application of simple sterile dressings – proper body mechanics. *Assessment Tool* *CMHHCSA–1: Home Care Skills Assessment* *Standard* *Performance rating of 3*	40
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH106: HOME CARE I (continued)

Concept	Specific Learner Expectations	Notes
The Nature of the Family	*The student should:* • examine situations that require adaptations in the home to care for a family member • assess how home health care affects family dynamics • identify basic needs and assess the level of care required considering lifespan stages and cultural diversities • assess resources within the family to meet these needs • assess availability of community health resources which provide additional support services.	• Early discharges • Home care for challenged individuals. E.g.: nutrition, grooming and hygiene, physical, social and emotional comfort. • Home care - private agencies. • Rehab. • Nursing. • Housekeeping.
Management	• explain the roles, rights and responsibilities of a caregiver in the home considering: – individual values – promoting independence – communication with the individual, family members and members of the health team – personal grooming, hygiene, nutrition – ensuring a safe and comfortable environment – personal services – basic housekeeping tasks – ethical and legal responsibilities • assess the importance of maintaining the personal well-being of the caregiver • assess the importance of providing respite care to the primary caregiver.	Cultural diversities. Lifespan stages. Banking, appointments, groceries, mail, pet care, prescriptions, transportation. Care for the caregiver.
The Healthy Body	• identify and understand the basic anatomy and physiology of the integumentary system—differentiating the layers, underlying tissues, accessory organs and appendages	• Diagrams, models

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body (continued)	• list the signs and symptoms, possible treatments and prevention of a variety of skin disorders.	• Consider: acne, impetigo, chickenpox, measles, athlete's foot, skin cancer, etc. • Diagram, poster, demonstration (massage, back rub, partial bath, manicure).
Assessment and Application	• describe how to adapt the environment and equipment	• Cultural Diversities. • Individual's personality. • Lifespan stages.
	• employ and evaluate proper aseptic techniques with regard to handwashing, cleaning and maintaining supplies and equipment, proper use and disposal of barrier devices	• Universal precautions. • Gloves. • Masks. • etc.
	• define the importance of and demonstrate proper techniques for taking and recording vital signs	
	• identify and analyze various situations that may require applications of hot and cold treatments and dressings as may be prescribed by a health care professional	
	• demonstrate the application of hot and cold treatments (dry and moist) and of dressings (simple, sterile)	
	• identify the principles of and demonstrate proper body mechanics when performing tasks and/or personal care: – lifting, pulling, pushing – assisting with body positioning, transferring – lifting devices, mechanical aids, safety devices.	• Physiotherapist.

MODULE CMH108: PERSPECTIVES ON HEALTH

Level: **Introductory**

Theme: **Health Sciences**

Recommended Corequisite: **None**

This module identifies the determinants of good health and examines how they affect well-being. The student will discuss the shared roles, rights and responsibilities of health services and the changing trends in health.

This module includes concepts which may be particularly sensitive to students, parents or community members.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify the determinants of health and describe how they affect all dimensions of well-being**	• applied problem-solving activity in which the student analyzes a scenario to determine how all dimensions of well-being are affected by the determinants of good health. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *CMH108–1: Perspectives on Health: Sample Scenarios* *Standard* *Performance rating of 1*	10
• **describe the physical make-up of the human body**	• a concept test consisting of a minimum of ten questions in each of the following categories: – cells, tissues, organs and body cavities – structure and function of the body systems – interdependence between the various body systems – common medical/anatomical terms – disease classification. *Assessment Tool* *CMH108–2: Concept Test: Health Sample Questions* *Standard* *Performance rating of 50%*	20

MODULE CMH108: PERSPECTIVES ON HEALTH (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **describe how health involves shared roles, rights and responsibilities between the individual and societies**	• a research report indicating the roles, rights and responsibilities of the government, community, family and the individual for health services. *Assessment Tool* *CMH108–3: Health Services Responsibilities* *Standard* *Performance rating of 1*	40
• **analyze a current health issue that focuses on the changes in health services**	• an analysis of two current issues related to health services. *Assessment Tool* *CMH108–4: Issues in Health Services* *CMH108–5: Issues in Health Services: Sample Scenarios* *Standard* *Performance rating of 1 on each issue*	30
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body	• define health – WHO definition giving examples of what is meant by physical, mental and social well-being	
	• develop examples that demonstrate the relationship between physical, social and mental well-being and the overall health of an individual	CALM resources. Scenarios.

MODULE CMH108: PERSPECTIVES ON HEALTH (continued)

Concept	Specific Learner Expectations	Notes
The Healthy Body (continued)	*The student should:* • identify and discuss the determinants of health which are: – social and economic environments – physical environments – biological endowment – health services (healthy child development is crucial and factors contributing to child development are included in each category)	Reference the Canadian health Care System – Wilson.
	• assess various cultural differences as they affect health; e.g., – blood transfusion – circumcision – breast feeding – immunization – restricted genetic pool	Teachers are reminded to be sensitive to the needs of individual students – for some this may be a difficult assignment.
	• demonstrate a basic understanding of the physical make-up of the human body: – cells, tissues, organs and body cavities – structure and function of the 10 body systems – interrelationship between the various body systems – common medical/anatomical terms: • planes • directional terms • common prefixes, suffixes, root words • disease classification	Diagrams, worksheets, overheads. School Nurse. Biology resources. Videos.
Nature of the Health System	• examine the role of the federal government in the provision of health services, including: – principles of the 1984 Canada Health Act: 1. public administration 2. comprehensiveness 3. universality 4. portability 5. accessibility – education, health promotion – research – global responsibilities – pension plans – setting standards	WHO, immigration travel. FDA.

MODULE CMH108: PERSPECTIVES ON HEALTH (continued)

Concept	Specific Learner Expectations	Notes
Nature of the Health System (continued)	*The student should:* • identify the role of the provincial government in the provision of health services in the following areas: – Alberta Health Care Insurance – regulation of health professionals – Regional Health Authorities – Occupational Health and Safety – Family and Social Services – Specialty clinics	STD clinics, AADAC.
	• identify the role of the community in the provision of health services through: – voluntary agencies – special interest groups	

	• identify the role of private industry in the provision of health services, including:
	– physicians
	– nursing
	– physical therapy
	– occupational therapy
	– respiratory therapy
	– alternative (complementary) medicine
	– nutritionists and dietitians
	– home care
	– specialty clinics
	  • sports medicine
	  • eye care clinics
	  • diagnostic facilities
	  • abortion
	– vendors
	  • pharmacies
	  • medical suppliers
	– private insurance
		Travel, school, medication, ambulance.

MODULE CMH108: PERSPECTIVES ON HEALTH (continued)

Concept	Specific Learner Expectations	Notes
Nature of the Health System (continued)	*The student should:* • identify the role of the family in the provision of good health • identify the individual's rights and responsibilities in accessing health services.	Consumer Rights (1989) (4): 1. right to be informed 2. right to be respected as the individual with the major responsibility for his/her own health care 3. right to participate in decision making affecting his/her health 4. right to equal access to health care regardless of the individual's economic status, sex, age, creed, ethnic origin and location. • lifestyle responsibilities • avoiding fraud, quackery.
The Changing Focus of Health	• describe how the focus of health is changing.	• from organ specific treatment to a more holistic approach • less paternalistic • self-care is encouraged • involvement of the family • health promotion and education • pharmacology.
Ethics/ Professionalism	• analyze ethical/professional issues related to health services.	• reproductive technology • *Smart card* • confidentiality • organ transplants • the right to live/die • medical research.

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MODULE CTR121: **PERSONAL SAFETY MANAGEMENT**

Level: **Introductory**

Theme: **Job Safety Skills**

Prerequisite: **None**

Module Parameters: **Access to personal protective equipment and emergency first aid materials; access to safety specialists and certificated first aid instructors**

Students develop practical safety-related knowledge, skills and attitudes including certification in emergency first aid.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• identify and describe: – health and safety stakeholders – legislation relating to health and safety – hazards; e.g., offices – careers in safety	• report or presentation on occupational health and safety, including: – health and safety stakeholders – legislation relating to health and safety – hazards; e.g., offices – careers in safety. *Assessment Tool* *Generic Rubric: Presentations/Reports*	 5 5 10 5
• demonstrate basic health and safety practices including: – burn prevention – use of personal protective equipment (PPE) – back care	• presenting a personal health and safety plan and demonstrating safe practices: – burn protection – personal protective equipment – back care. *Assessment Tool* *Basic Competencies Reference Guide* *Generic Rubric: Presentations/Reports*	 10 10 10
• develop and implement personal health and safety plan	• meeting the standards specified on a test based on: – Workers' Compensation Board – Occupational Health and Safety – Workplace Hazardous Materials Information System – Materials Safety Data Sheets. *Assessment Tool* *CTR121/221/321: Job Safety Skills Modules* *CTR121–3: Occupational Health and Safety Multiple Choice Test*	20

MODULE CTR121: PERSONAL SAFETY MANAGEMENT (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
- successfully complete a course in emergency first aid (EFA)	- successful completion of an EFA course	25
- demonstrate basic competencies.	- observations of individual effort and interpersonal interaction during the instructional period, emphasizing: – managing resources – teamwork, leadership and service – demonstrating responsibility. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Stakeholders	- define "stakeholders" and identify them in the context of workplace and worker safety - define "worker" and "employer" - describe the rights and responsibilities of workers and employers	Contact Alberta Labour.
	- explain the role of Workers' Compensation Board (WCB)	Use resource persons from WCB, an injured speaker.
	- describe the procedure for filing a claim - complete a claim form - accurately complete report, using WCB accident forms: employer and employee	Use actual claim scenarios.
Legislation	- identify information sources about health and safety related to the workplace - explain the responsibility of each major stakeholder in a typical workplace - locate general and specific information in the legislation regarding major topics.	Obtain from Queen's Printer: • General safety regulations • *Occupational Health and Safety Act.* • Subscription to *OH&S.*

MODULE CTR121: PERSONAL SAFETY MANAGEMENT (continued)

Concept	Specific Learner Expectations	Notes
Terms and Procedures	*The student should:* • describe the three phases of dealing with a hazard (identification, evaluation and control) • explain and use terms related to health and safety; e.g., "hazard", "risk", "accident", "injury" • explain the progressive steps in a prevention strategy (hazard, exposure, injury).	
Commitment	• demonstrate a proactive personal commitment toward improvement of health and safety.	
Costs	• identify direct and indirect costs of injuries to Alberta workers • explain the reasons why young workers have a disproportionate claim rate.	
Workplace Hazardous Materials Information System (WHMIS)	• define and explain the basic purpose of WHMIS legislation • identify ways workers can receive information about chemical hazards • explain how: – hazardous chemicals can enter the body – principle routes of entry into the body • locate and list specific information found on a Material Safety Data Sheet (MSDS).	Reference: *WHMIS Handbook.* See Canadian edition (WHMIS) (scriptographic series).

MODULE CTR121: PERSONAL SAFETY MANAGEMENT (continued)

Concept	Specific Learner Expectations	Notes
Hazards	*The student should:* • define "health" and the aims of occupational health • identify and describe the following categories of occupational hazards: – physical – biological – chemical – attitudinal • list and explain internal and external factors affecting a worker's health status • investigate and list potential hazards found in the home, in school or in a workplace.	
Workplace Safety	• identify and list hazards within a work environment; e.g., – office – construction site – retail – child care centres – health centres – fitness centres • describe potential consequences of hazards left unattended • recognize appropriate corrective actions • demonstrate ability to communicate information appropriately about a hazard and hazard prevention practices to others; e.g., teacher, parent, employer, employees • develop a plan to safely address potential hazards found in a selected workplace.	Use video: *Office Safety: It's a Jungle in There.*

MODULE CTR121: PERSONAL SAFETY MANAGEMENT (continued)

Concept	Specific Learner Expectations	Notes
Burn Prevention	*The student should:* • identify and describe the types and operation of smoke and heat detectors • describe the role of detectors in preventing burn injuries or death • explain the need for sprinkler systems and their role in reducing injuries, damage and death • design an emergency fire escape route for home, school or workplace.	
Personal Protective Equipment	• identify and match specific types of personal protective equipment (PPE) to specific hazards • distinguish the specific uses of safety gloves, goggles and face shields • describe the two types of PPE available to protect against hearing loss • describe the two types of respirators and explain when each should be used • list kinds of fall protection devices • list different types of special protective clothing and equipment specific to a work site.	Each trade may have specific PPE. Consult with tradespersons, local business, Occupational Health and Safety (OH&S) and WCB personnel.
Back Care	• label major regions and structures of the spinal column • define "chronic" and "acute" back injuries • list major causes of back problem • identify common back disorders • demonstrate appropriate body mechanics for lifting, moving, etc. • identify the advantages of participating in a back maintenance program.	

MODULE CTR121: PERSONAL SAFETY MANAGEMENT (continued)

Concept	Specific Learner Expectations	Notes
First Aid	*The student should:* • participate in a recognized emergency first aid course including CPR; e.g., St. John or Red Cross.	Various certification programs are available. First-aid certification is normally valid for two years only. Consult with St. John or Red Cross agency. See Community Health CMH109: First Aid.
Careers in Safety	• identify and describe potential career paths relating to workplace safety.	Consult with WCB, OH&S, safety and health care professionals.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Community Health.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module CMH201: Adolescent Health Issues E.3
Module CMH202: Perspectives on Marriage E.7
Module CMH203: Community Volunteerism E.11
Module CMH205: Day Care I E.15
Module CMH206: Home Care II: Personal Care Services E.21
Module CMH207: Sensory Challenges E.27
Module CMH208: Anatomy, Physiology, Pathology (Respiration) E.31
Module CMH209: Anatomy, Physiology, Pathology (Circulation) E.35
Module CMH210: Anatomy, Physiology, Pathology (Muscular/Skeletal) E.39
Module CMH211: Complementary Therapies E.43
Module CMH212: First Aid/CPR E.47
Module CMH213: Sports First Aid I E.51

MODULE CMH201: ADOLESCENT HEALTH ISSUES

Level: **Intermediate**
Theme: **Sociocultural Perspectives**
Prerequisite: **None**

Further to the examination of adolescent development, this module explores and examines various health issues that are interesting to the modern adolescent teen. Community resources available to teenagers are identified.

This module includes concepts which may be particularly sensitive to students, parents or community members.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **compare and contrast contemporary adolescents with adolescents of a previous era or a different culture**	• presents a comparison of contemporary adolescents with adolescents of a previous era or a different culture. *Assessment Tool* *CMH201–1: Presentations/Reports: Adolescents* *Standard* *Performance rating of 2*	20
• **identify and describe issues affecting the well-being of the adolescent**	• a presentation/report on one adolescent health issue. *Assessment Tool* *CHM201–2: Research Process: Adolescent Health Issues* *Standard* *Performance rating of 2*	40
• **identify and evaluate community resources that are available for adolescents**	• identifying and evaluating a minimum of five community resources available for adolescents. *Assessment Tool* *CMHCRA: Community Resource Assessment* *Standard* *Performance rating of 2*	10
• **describe a Personal Action Plan that will promote well-being throughout the lifespan**	• applied problem solving in which the student addresses an adolescent issue and develops a Personal Action Plan that will promote well-being throughout the lifespan. *Assessment Tool* *CMHPAPW: Personal Action Plan Worksheet* *Standard* *All sections have been completed appropriately*	20

MODULE CMH201: ADOLESCENT HEALTH ISSUES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify career opportunities related to adolescent health issues**	• a report in which the student researches three potential careers related to adolescent health issues. *Assessment Tool* *CMH–Careers: Career Profiles* *Standard* *Three career profiles, all sections completed for each profile*	10
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Healthy Adolescents	• define adolescence and related concepts such as: – maturity – puberty – teenager – juvenile – youth	
	• compare the various viewpoints of adolescence from the perspectives of theorists	Psychology and child development text books.
	• assess current perceptions of adolescents, giving reasons why these perceptions exist and ways teenagers can dispel or perpetuate these perceptions.	Energetic, assertive, drive toward independence, loyal, enthusiastic, pampered, spoiled, irresponsible, immoral, cynical, rebellious, hedonistic.

Concept	Specific Learner Expectations	Notes
Application	*The student should:* • compare and contrast adolescents of today to adolescents of previous eras: – colonial adolescents – roaring 20s – jitterbug era – rock'n roll 50s – "hippie", "flower children" – generation X.	Develop a comparative chart, dress, music, education, sexuality, leisure time, role expectations.
Cultural Diversities	• compare and contrast expectations of adolescents in a multicultural framework.	Exchange students.
Observation and Assessment	• identify concerns and issues of the adolescent considering the interrelatedness of all dimensions of well-being; e.g.: – physical; e.g., • weight control—underweight/overweight • tanning salons • substance use/abuse • smokeless tobacco, cigarettes • tattooing and body piercing. – intellectual; e.g., • concerns beyond school • grades • post-secondary decisions • graduation grief • grades versus part-time work. – emotional; e.g., • depression • anxiety, stress • family concerns—effects of divorce, separation, step families • suicide. – spiritual; e.g., • cults • Satanism • religious influences positive/negative.	Eating disorders. Steroid use. Alcohol, drugs, prescription drugs.

Concept	Specific Learner Expectations	Notes
Observation and Assessment (continued)	*The student should:* • identify concerns and issues of the adolescent considering the interrelatedness of all dimensions of well-being; e.g.: – social; e.g., • peer expectations/ perceptions • STDs • teen pregnancy, teen parenting—dating/ relationship abuse • teen/parent conflict • teen runaways • juvenile delinquency. • research and present adolescent health issues – assess the predominance of the issue as related to adolescents of today – review current literature dealing with the issue – discuss how the issue affects all dimensions of well-being – examine and identify community resources available to adolescents – address the health issue by preparing a personal action plan that will promote health throughout the lifespan.	This research may be teacher directed, student directed or a combination. • may be good to establish criteria for class to research the first topic as a class (teacher directed) before having students research one topic each. • to select the topic, have an anonymous poll of topics students are most interested in (or a vote) and focus on these.
Career Exploration	• link the issues of adolescents to potential health career opportunities, e.g.: – social workers – counsellors – coaches – recreational directors – probation officers – police – pastoral occupations.	May occur as part of research and report presentations.

MODULE CMH202: **PERSPECTIVES ON MARRIAGE**

Level: **Intermediate**

Theme: **Sociocultural Perspectives**

Prerequisite: **None**

Students examine relationships and related issues as they apply to marital relationships. Students acquire life skills that will help them now and in the future.

This module includes concepts which may be particularly sensitive to students, parents or community members.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify factors that affect healthy marriages** • **examine legal implications of before/during and after marriage**	• a concept test consisting of a minimum of: – 10 questions on factors affecting healthy marriages – 5 questions on legal implications for marriage – 3 questions on healthy/unhealthy and abusive relationships. *Assessment Tool* *CMH202–1: Sample Questions: Marriage* *Standard* *Performance rating of 50%*	20
• **analyze issues affecting marriages today**	• an applied problem solving activity in which the student, using a minimum of two scenarios, analyzes issues affecting marriages today. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *CMH202–2: Marriages Today: Sample Scenarios* *Standard* *Performance rating of 2*	20
• **develop a personal philosophy on marriage**	• a report describing a personal philosophy of marriage, focusing on priorities and giving reasons for your choices. *Assessment Tool* *CMH202–3: Presentations/Reports: Marriage* *Standard* *Performance rating of 2*	30

MODULE CMH202: PERSPECTIVES ON MARRIAGE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **describe the resource management necessary when planning a marriage ceremony**	• a presentation describing the management of resources (time, money, human) necessary to plan a marriage ceremony. *Assessment Tool* *CMH202–4: Research Process: A Marriage Ceremony* *Standard* *Performance rating of 2*	30
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Relationships	• identify factors to be considered when contemplating marriage • identify factors that lead to healthy marriages	• cultural diversity • financial • in-laws • careers • parenting • familial expectations.
	• distinguish between healthy, unhealthy and abusive relationships	Complete a reflective report based on past and current relationships and future expectations.
	• examine legal procedures of getting married, living common-law, annulments, divorce and remarriage, marriage contracts, group marriages, wills.	Newspaper articles social trends.

MODULE CMH202: PERSPECTIVES ON MARRIAGE (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Application	• define and defend lifestyle choices of remaining single, marrying, or other alternatives	(Consider functions, cultural, societal and religious reasons, and legal issues).
	• using current research, analyze issues in relationships today	*Coming of Age in Alberta*. Premier's Council publication.
	• develop a personal philosophy of marriage, prioritizing and giving reasons for your choices, considering the following: – religion – social – cultural – fidelity – goals – children – family – careers	
	• describe how a personal philosophy may change during different stages of the lifespan	
	• present ideas for adjustments in the early period of marriage to determine individual roles and ways of handling finances, in-laws, work, and differences.	
Management	• determine the management of resources necessary when planning a marriage ceremony, e.g.: – plan a wedding including; ceremony, reception, wedding attire, invitations, flowers, decorations, favours, food and beverage, photography and/or videos, transportation, music and wedding day grooming, honeymoon and your first home.	Consider cultural contexts. Guest speaker, wedding consultant or use bridal magazines.
Career Exploration	• re-examine own marriage philosophy and confirm or make changes explaining the decision.	

MODULE CMH203: COMMUNITY VOLUNTEERISM

Level: **Intermediate**

Theme: **Sociocultural Perspectives**

Prerequisite: **None**

Through exploration and participation, students examine and demonstrate the roles of effective volunteers.

Note: All student release forms required by the school must be in place.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **perform assigned tasks and responsibilities efficiently and effectively as a volunteer**	• a portfolio including: – job description outlining duties and expectations of the volunteer and the beneficiary – placement assessment • individual effort • interpersonal interactions • resource management • health and safety. *Assessment Tool* *CMH203–1: Portfolio Assessment: Community Volunteerism* *Standard* *Performance rating of 2)*	70
• **analyze personal performance**	• prepare a personal assessment of a volunteer experience including: – assessment of present competencies – personal action plan for improving competencies. *Assessment Tool* *CMH203–1: Portfolio Assessment: Community Volunteerism* *Standard* *Performance rating of 2*	20

MODULE CMH203: COMMUNITY VOLUNTEERISM (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify and describe careers related to the volunteer experience**	• completion of a personal assessment of a volunteer experience as a link to career opportunities. *Assessment Tool* *CMH203–1: Portfolio Assessment Community Volunteerism* *Standard* *Performance rating 2*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Volunteerism	• define volunteerism	Volunteer work is done by persons of any age who give of their time, talents and energy to help others.
	• describe the personal reward of volunteering – self esteem – learning – résumé – reference – experience community awareness – career awareness – initiate health promotion	
	• list and assess societal benefits of volunteerism	

MODULE CMH203: COMMUNITY VOLUNTEERISM (continued)

Concept	Specific Learner Expectations	Notes
Volunteerism (continued)	*The student should:* • outline the potential impact of volunteerism on opportunities for paid employment • outline and discuss the essential characteristics of a volunteer: – confidentiality/ethics – attendance/punctuality – resource/time management – adherence to rules and regulations – safety – enthusiasm – sense of humour.	• reliability • courtesy • caring • respectful.
Client	• outline the clients' responsibilities • describe what behaviours might be encountered from the clients (e.g., gratitude, embarrassment, resentment) • identify possible reasons for these behaviours and suggest strategies to deal with them.	Therapeutic reciprocity.
Application	• research a suitable community placement which will enhance interests and abilities. Write a job description outlining the duties and expectations. With the teacher's and client's approval, finalize arrangements • practice approximately 20 hours volunteerism in a teacher-approved community locale • review and analyze an evaluation by the client and a self-evaluation of the volunteer position.	Telephone several agencies and make an appointment to discuss suitability, needs and wants, time, duties, etc. • Relationship with client • Utilization of previously acquired knowledge and skills.
Career Exploration	• link the volunteer activity(ies) to a possible career opportunity.	

MODULE CMH205: **DAY CARE I**

Level: **Intermediate**

Theme: **Skills for Caring**

Corequisite: **Practicum module from Career Transitions in a Day Care centre (required for certification)**

Prerequisite: **Child Development, CMH105 (Recommended sequence)**

Module Parameters **If students successfully complete Day Care I and Day Care II, two practicum modules and are 16 years of age, they are eligible for a Level I Orientation Qualification Certificate providing the objectives of the *Self-Study Orientation Course for Day Care Centre Staff*★ have been met. This is the minimum qualification required for daycare employees in Alberta. Students should be aware that a security check will be required for employment in a day care.**

For certification, students must complete a practicum module from Career Transitions in a Day Care centre, under the supervision of a staff member with a minimum Level II Day Care Centre Staff Provincial Qualification Certificate.

Students investigate the roles and responsibilities of a childcare worker, and develop communication and observation skills. Students develop skills to assist in the physical, social, emotional and intellectual development of children from birth to age six. If students successfully complete Day Care I and II practicum modules, and are 16 years of age they are eligible for a Level I Orientation Qualification Certificate.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• investigate the roles and responsibilities of a child care worker	• completion of the tasks and roles assignment (Learning Record PM1-7)† *Assessment Tool* *CMHDCAT: Day Care Assessment* *Standard* *Performance rating of 2*	5
• identifies aspects of safety that must be considered in a day care setting	• completion of an observation sheet and/or checklist which identifies safe practices in a day care setting *Assessment Tool* *CMHDCAT: Day Care Assessment* *Standard* *Performance rating of 2*	5

★ *Self Study Orientation Course for Day Care Staff* available from Alberta Family and Social Services Day Care Programs, Seventh Street Plaza, 10030 – 107 Street, Edmonton, Alberta, T5J 3E4.

† Exercises and learning records are found in the *Self Study Orientation Course for Day Care Staff*.

MODULE CMH205: DAY CARE I (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **demonstrate communication and observation skills that are necessary for effective child care**	• practical problem solving activities in which the student using a minimum of three scenarios demonstrates active listening techniques or completes PM2-6 and Learning Records PM2-11, PM2-12.† *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* or *CMH205–1: Day Care Assessment* *Standard* *Performance rating of 2*	20
	• completion of observation assignments (PM3-8, and Learning Records 3-13/14 and 3-15) to demonstrate understanding of "observable behaviour" and "thoughtful inference".† *Assessment Tool* *CMH205–1: Day Care Assessment* *Standard* *Performance rating of 2*	20
• **identify strategies to assist a child to develop physically, emotionally, socially, intellectually and creatively**	• completion of Learning Records PM4-13/14, PM5-11/12, PM5-14, PM7-15/16/17 or equivalent observation assignment to demonstrate an understanding of the stages of development and tasks associated with physical, emotional, social, intellectual and creative growth.† *Assessment Tool* *CMH205–1: Day Care Assessment* *Standard* *Performance rating of 2*	40
• **describe developmentally appropriate experiences, materials and activities which would promote language development**	• completion of PM6-10 and Learning Record PM6-11 and PM6-13 indicating responses that promote language development.† *Assessment Tool* *CMH205–1: Day Care Assessment* *Standard* *Performance rating of 2*	10

MODULE CMH205: DAY CARE I (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement will be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Orientation	*The student should:* • identify the roles and responsibilities of a child care worker • define "primary staff" member—a term used by Alberta Family and Social Services.	Session I of *Self Study Orientation Course For Day Care Staff.* Guest Speaker (Day Care Director) Field trip to a day care centre.
Management	• examine the dynamics of communication: – how people communicate – skills for active listening – barriers to communication • explain why observing and recording behaviour is important: – record children's behaviour objectively and make thoughtful inferences – identify factors that might influence observations.	Session 2 *Self Study Orientation Course for Day Care Staff.* Alternate strategies: Scenarios. Session 3 *Self Study Orientation Course for Day Care Staff.* Reference: Studying Children: Observing and Participating. Observation at a day care. Discussion with day care staff.

MODULE CMH205: DAY CARE I (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Child		
• Physical Development	• describe the stages of physical development. Distinguish between fine and gross motor skills • identify factors that influence growth and development, including: – heredity – environment – opportunity – stimulation/affection – nutrition – illness and special needs – other (climate etc.) – sex (gender) differences	Reference: Session 4 of *Self Study Orientation Course for Day Care Staff.* Observation and practice at day care. References: Studying Children: Observing and Participating. Discussions with day care staff. Videos: *Developing Child;* *First Two Years: What Lily Learned* *Years Three Through Five: What Lily Learned*
• Health Promotion	• recognize activities that promote physical growth and development	Pamphlet: *Good Food For Growth: Preschool Nutrition.*
• Safety	• identify some factors to consider when providing a safe environment for physical growth and development.	Session 4: *Self-Study Orientation for Day Care Workers.* Video: *Toddler Safety, What Lily Learned.* Pamphlet: *Is Your Child Safe?*
• Intellectual Development	• define intellectual development – identify the stages of intellectual development • identify how children use materials differently at various stages of intellectual development • describe appropriate practices which would support intellectual development	Session 5: *Self-Study Orientation for Day Care Workers.* Videos: same as for "The Healthy Child".

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MODULE CMH205: DAY CARE I (continued)

Concept	Specific Learner Expectations	Notes
- Language/ Literacy Development	*The student should:* • describe how language develops • describe how to stimulate early literacy learning • identify caregiver strategies that would promote language development • plan and implement activities that would promote language development	Session 6. *Self-Study Orientation for Day Care Workers.* Video: *Day Care Matters: Communicating With Children.* Pamphlet: *Let's Talk About Talking.*
Social-Emotional Development	• discuss the development of trust, initiative and independence as children develop emotionally and socially – self-esteem • develop guidelines for an emotionally safe environment that would encourage positive development • demonstrate and practice appropriate responses and experiences which support the emotional and social development of young children • identify and assess appropriate actions for dealing with children's strong emotions. • explain how physical, social, emotional and intellectual development are interrelated	Session 7. *Self-Study Orientation for Day Care Workers.* Videos: Same as for "The Healthy Child". Video: *Discipline: What Lily Learned.*
Career Exploration	• inventory his/her personal characteristics and skills that would be useful for a career in child care.	

MODULE CMH206: HOME CARE II: PERSONAL CARE SERVICES

Level: **Intermediate**

Theme: **Skills for Caring**

Prerequisite: **Home Care I (CMH106)**

Module Parameters: **The student should have access to instruction from an individual with formal, specialized training in health care skills**

Students identify and demonstrate the skills necessary to provide personal care services for special conditions, recognizing the impact on the individual and family members. A project module from Career Transitions in a community care facility will enhance student learning in this area.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• identify the basic needs of client, caregiver and the family	• applied problem solving in which the student, given three scenarios, describes the holistic needs of the client, caregiver and the family. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *Standard* *Performance rating of 2*	10
• demonstrate recording and reporting procedures	• practical charting activities in which the student prepares clear, concise written notes and verbal reports. *Assessment Tool* *CMHHCSA–2: Home Care Skills Assessment* *Standard* *Performance rating of 2 in each category*	10

MODULE CMH206: HOME CARE II: PERSONAL CARE SERVICES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify the situation and recommend solutions for individuals with special conditions**	• presentation on a special condition including: – disease processes – heredity factors – age influences – care required – impact of the conditions on the individual, the caregiver, the family and the community – community resources available	40
	• plan a one-day menu for an individual with this special condition considering: – nutrition – presentation – promotion of recovery – cultural considerations – physical problems. *Assessment Tool* *CMH206–2: Research Process: Special Conditions* *Standard* *Performance rating of 2 in each category*	
	• practical problem-solving activities in which the student describes or demonstrates a minimum of ten personal care skills. *Assessment Tool* *CMHHCSA–2: Home Care Skills Assessment* *Standard* *Performance rating of 3 on each skill*	30
• **describe personal competencies that would influence choosing a career in home care**	• completion of a self-evaluation that describes personal knowledge, skills and attitudes that would influence choosing a career in home care. *Assessment Tool* *CMH206–3: Presentations/Reports: Personal Competencies* *Standard* *Performance rating of 2*	10

MODULE CMH206: HOME CARE II: PERSONAL CARE SERVICES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will: • **demonstrate basic competencies.**	*Assessment of student achievement will be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Health Promotion	*The student should:* • describe the characteristics of physical, emotional, economic and social health as they apply to both client and caregiver, applying a basic understanding of the lifespan.	• Maslow's Hierarchy. • Developmental tasks through lifespan.
Observation, Assessment and Application	• identify special conditions related to the body systems; e.g.:, cancer, arthritis, osteoporosis, Parkinson's, epilepsy, spinal cord injuries, diabetes, multiple sclerosis, cerebral palsy, asthma, including: – disease processes – heredity factors – aging components – care required • outline the impact of these conditions on the individual, the caregiver, the family and the community • identify community support resources available	Use resources from specific community agencies.

MODULE CMH206: HOME CARE II: PERSONAL CARE SERVICES (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Observation, Assessment and Application (continued)	• identify the nutritional requirements of individuals with special dietary needs considering: – four food groups – well-balanced diet – presentation of meals – meals to promote recovery – cultural – special diets – physical problems	• Canada's Food Guide. • Module FOD301 Food Through the Lifecycle. Plan, prepare and evaluate meals to meet the requirements of a person with special needs.
	• describe and/or demonstrate personal care skills necessary in the following areas: – bed bath, tub or shower – mouth care (dentures or other) – skin care, shaving, massage, foot, nail, and hair care – bowel/bladder elimination (bed pan, urinal or commode) – feeding – dressing a client – positioning to prevent skin breakdown – range of motion exercises – transferring a person – bed making (closed, open or occupied), accessory bed devices – cast care – aids or prostheses	• Types of baths. • Equipment necessary. • Health promotion. • Consider cultural diversity, personality, privacy issue, lifespan stages. • Universal precautions for infection control (including gloves and masks when appropriate). Use community resources. • Use physiotherapists as resources.
	• identify guidelines for recording and reporting procedures, employing the senses and demonstrating components of client observation (body systems, emotional, and social): – observe and report observations effectively, explaining their importance and distinguishing between the separate categories (facts and opinions) – prepare clear and concise written and verbal reports	• Dignity and privacy. • Review basic aseptic techniques. Observation and communication skills in: • Self awareness. • Appropriate feedback. • Biological needs. • Psychological needs.

MODULE CMH206: HOME CARE II: PERSONAL CARE SERVICES (continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application (continued)	*The student should:* • define principles of rehabilitation with a focus towards maximizing the client's abilities • explore activities and interests which would promote wellness.	Occupational/recreational therapists. Physiotherapists. Respiratory therapists.
Career Exploration	• inventory and relate personal knowledge, skills and abilities to career options in one of the following areas: continuing care centre, active treatment or rehabilitation, private duty registry, community health services.	

MODULE CMH207: **SENSORY CHALLENGES**

Level: **Intermediate**

Theme: **Skills for Caring**

Prerequisite: **None**

Module Parameters: **It is recommended that the student have access to instruction from an individual with formal, specialized training in American Sign Language or Braille**

This module examines sensory challenges and the impact on the individual and on family dynamics. Community resources and technologies that are available are identified. Students have an opportunity to study communication skills for sensory challenged individuals. Accessing the volunteer module or completing a project module from Career Transitions will enhance student learning in this area.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify situations and recommend solutions for sensory challenged individuals**	• a concept test consisting of a minimum of – ten questions on hearing and vision – five questions on smell and taste – five questions on pressure, heat, cold, pain and touch – two questions on position and balance. *Assessment Tool* *CMH207–1: Concept Test* *Standard* *Performance rating of 50%*	15
	• a report describing a condition affecting the sensory system including: – causes – signs and symptoms – treatment – prevention – the impact of the condition on the individual, the family and the community – resources and technologies available – adaptations to promote independence. *Assessment Tool* *CMH207–2: Presentations/Reports: Sensory Challenges* *Standard* *Performance rating of 2*	25

MODULE CMH207: SENSORY CHALLENGES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **describe a personal action plan that will promote and maintain a healthy sensory system**	• applied problem solving in which the student presents a Personal Action Plan to promote and maintain a healthy sensory system. *Assessment Tool* *CMHPAPW: Personal Acton Plan Worksheet* *Standard* *All sections have been completed appropriately*	10
• **demonstrate techniques to assist communication with a sensory challenged individual**	• a practical activity in which the student demonstrates communication techniques to assist a vision or hearing challenged individual. *Assessment Tool* *CMH307–3: Communication Skills Assessment* *Standard* *Performance rating of 2 in each skill*	40
• **identify career opportunities in this area**	• completion of three career profiles for careers in this area including personal characteristics, education/qualifications, duties/working conditions, salary range and benefits, employment opportunities, advancement potential and personal qualifications. *Assessment Tool* *Assessment Guide: Career Profiles* *Standard* *Performance rating all sections completed for three career profiles*	10
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interactions during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH207: SENSORY CHALLENGES (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
The Human Body	• locate, describe and state the function of the sensory system components (vision, hearing, taste, smell, touch, position and balance) • identify conditions that may affect the sensory system through the lifespan as to: – causes – signs and symptoms – treatment – prevention • describe the impact of a sensory challenge on the individual, the family and the community.	Conduction loss. Sensorineural loss. • acoustic neuroma • cataracts • glaucoma • Meniere's disease • myringotomy • otosclerosis • retinitis pigmentosa • retinopathies. Physical, social, economic, intellectual, spiritual.
Observation	• describe adaptations to activities of daily living a sensory challenged individual makes to promote independence • identify specific treatments, technologies and community resources available to the individual with a specific sensory challenge.	Advocacy. Multi-media technologies. Cochlear implants.
Health Promotion	• outline measures an individual can take to promote and maintain a healthy sensory system.	Personal action plan.
Assessment and Application	• demonstrate communication techniques for a hearing or vision deficit.	Learn the basics of sign language or braille. Expand with a project module (CRT) or Community Health Volunteerism (CMH203). Community resources.
Career Exploration	• investigate careers available in the area of sensory challenges including: – duties, working conditions – personal characteristics – education qualifications (locations, length, cost, course content) – salary range and benefits – employment opportunities – advancement potential.	

MODULE CMH208: ANATOMY, PHYSIOLOGY, PATHOLOGY (RESPIRATION)

Level: **Intermediate**

Theme: **Health Sciences**

Prerequisite: **None**

Through the study of the anatomy, physiology and pathology of the respiratory system, students gain an appreciation of practicing a healthy lifestyle, and acquire the knowledge and skills to deal with respiratory conditions as they affect the individual, family and friends. Community support resources are identified.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify and describe the anatomy, physiology, pathology, causes, treatment, prevention, impact and support resources available for selected respiratory conditions**	• concept testing consisting of a minimum of ten questions in each of the following categories: – structure of the respiratory system – function of the respiratory system – mechanism of pulmonary ventilation – pathology of the respiratory system. *Assessment Tool* *CMH208–1: Concept Test: Respiration – Sample Questions* *Standard* *Performance rating of 50%*	30
	• a presentation or report describing a selected respiratory condition as to: – pathology and treatment – prevention – causes – impact on the individual, family and the community – community support resources available. *Assessment Tool* *CMH208–2: Presentations/Reports: Respiratory Conditions* *Standard* *Performance rating of 2*	30

MODULE CMH208: ANATOMY, PHYSIOLOGY AND PATHOLOGY (RESPIRATION)
(continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **describe the causes, prevention, signs, symptoms and demonstrate treatment of respiratory emergencies**	• practical problem-solving activities in which the student, using a minimum of 2 scenarios, recognizes respiratory emergencies and demonstrates appropriate first-aid procedures. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *CMH208–3: Respiratory Emergency: Sample Scenarios* *Standard* *Performance rating of 2 for each scenario*	20
• **describe a personal action plan that will promote and maintain a healthy respiratory system**	• applied problem-solving in which the student develops a Personal Action Plan to promote/maintain respiratory health. *Assessment Tool* *CMHPAPW: Personal Action Plan Worksheet* *Standard* *All sections have been completed appropriately*	10
• identify career opportunities related to respiratory health	• completion of three career profiles for careers in this area that include: – duties, working conditions – education qualifications – employment opportunities – advancement potential – salary and benefits – personal characteristics. *Assessment Tool* *Assessment Guide: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH208: ANATOMY, PHYSIOLOGY AND PATHOLOGY (RESPIRATION) (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body	• locate, describe and state the functions of the structures of the respiratory system: – nasal cavity – pharynx – trachea – epiglottis – larynx – bronchi – bronchioles – alveoli – pleura – lungs	• Stethoscope • Models • Diagrams • Dissection • Software • CD ROM.
	• explain mechanism of pulmonary ventilation	Develop a flow chart that shows the mechanism of pulmonary ventilation.
	• describe how respirations are regulated and identify factors that alter respiratory rate and volume.	Spirometer.
Observation, Assessment and Application	• describe the causes, signs and symptoms and treatment of acute and chronic respiratory conditions in individuals throughout the lifespan	For example: colds, flu, pneumonia, bronchitis, asthma, pleurisy). Presentations. Reports. Role-play. Guest speakers.
	• identify the social, emotional and economic effects of these conditions on the individual, the family, peers and the community	
	• describe the causes, signs and symptoms, treatment, and prevention of respiratory emergencies; e.g., acute asthmatic attack, flail chest, airway obstruction, respiratory arrest	Infant, child, adult, obese, pregnant.
	• identify the equipment which is available for respiratory conditions	Use of oxygen, suction, inhalers, masks, bronchoscope, tracheotomy tubes.
	• outline the community resources available to individuals with respiratory conditions.	
Health Promotion	• outline measures an individual can take to promote and maintain a healthy respiratory system.	Personal action plan.

MODULE CMH208: ANATOMY, PHYSIOLOGY AND PATHOLOGY (RESPIRATION) (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration	*The student should:* • research and analyze the career choices which are available in the area of respiratory technologies: – duties, working conditions – education qualifications – employment opportunities – advancement potential – salary range and benefits – personal characteristics.	

MODULE CMH209: ANATOMY, PHYSIOLOGY AND PATHOLOGY (CIRCULATION)

Level: **Intermediate**

Theme: **Health Sciences**

Prerequisite: **None**

Through study of the anatomy, physiology and pathology of the circulatory system, students gain an appreciation of practicing a healthy lifestyle, and acquire the knowledge and skills to deal with circulatory conditions as they affect the individual, family and friends. Community support resources are identified.

This module includes concepts which may be particularly sensitive to students, parents or community members.

Curriculum And Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will: • identify and describe the anatomy, physiology, pathology, causes, treatment, prevention, impact and support resources available for selected cardiovascular conditions	*Assessment of student achievement will be based on:* • a concept test that consists of a minimum of ten questions in each of the following categories: – structure of the circulatory system – function of the circulatory system – structure and function of the lymphatic system – pathology of circulatory and lymphatic system. *Assessment Tool* *CMH209–1: Concept Test – Circulation Sample Questions* *Standard* *A performance rating of 50%*	30
	• a presentation/report describing a selected cardiovascular condition as to: – pathology and treatment – causes – prevention – impact on the individual, family and the community – community support resources available. *Assessment Tool* *CMH209–2: Presentations/Reports: Cardiovascular Conditions* *Standard* *Performance rating of 2*	30

MODULE CMH209: ANATOMY, PHYSIOLOGY AND PATHOLOGY (CIRCULATION)
(continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **describe the causes, signs and symptoms, treatment and prevention of cardiovascular emergencies**	• practical activities in which the student, using a minimum of 2 scenarios, recognizes circulatory emergencies and demonstrates appropriate first aid procedures: – first aid for wounds and bleeding – first aid for shock. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *Standard* *Performance rating of 2 for each scenario*	10
• **describe a personal action plan that will promote and maintain a healthy cardiovascular system**	• applied problem solving in which the student develops a Personal Action Plan that promotes and maintains a healthy cardiovascular system. *Assessment Tool* *CMHPAPW: Personal Action Plan Worksheet* *Standard* *All sections have been completed appropriately*	10
• **analyze an ethical issue related to cardiovascular health**	• analysis of an issue relating to the circulatory system. *Assessment Tool* *CMH209–4: Issue Analysis: Circulatory System* *Standard* *Performance rating of 2*	10
• **identify career opportunities related to cardiovascular health**	• completion of three career profiles for careers in this area that include: – duties, working conditions – education qualifications – employment opportunities – advancement potential – salary and benefits – personal characteristics. *Assessment Tool* *Assessment Guide: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10

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MODULE CMH209: ANATOMY, PHYSIOLOGY AND PATHOLOGY (CIRCULATION) (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will: - demonstrate basic competencies.	*Assessment of student achievement will be based on:* - observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body	- locate and describe the function of: – the heart – blood – blood vessels – the lymphatic system.	Model. Heart dissection. Blood types. Pulse rates—throughout the lifespan—before, during and after exercise. Blood pressure. Guest speakers. Blood donor clinics.
Observation, Assessment, Application	- describe the causes, signs and symptoms and treatments of the following circulatory conditions: – heart disease – congenital abnormalities – vascular disorders – blood disorders – lymphatic disorders	For example: - rheumatic fever - heart murmur - varicose veins, arteriosclerosis - leukemia - mononucleosis.
	- identify possible social, emotional and economic effects of these conditions on the individual, family, peers and the community	Discuss technological advances to treat cardiovascular conditions.
	- describe the causes, signs and symptoms, treatment and prevention of cardiovascular emergencies	Demonstrate the treatment of wounds and bleeding. Shock. CPR—if a certified instructor Ambulance call – golden hour.
	- outline the community resources available to individuals with cardiovascular conditions.	

MODULE CMH209: ANATOMY, PHYSIOLOGY AND PATHOLOGY (CIRCULATION) (continued)

Concept	Specific Learner Expectations	Notes
Health Promotion	*The student should:* • outline measures an individual can take to promote and maintain a healthy circulatory system.	Personal Action Plan.
Ethics	• identify ethical issues related to cardiovascular health.	Blood transfusions. Organ donation. Transplants.
Career Exploration	• research the career opportunities related to cardiovascular health including: – training or education required – employment opportunities – volunteer opportunities – tasks, working conditions – salary and benefits.	

MODULE CMH210: ANATOMY, PHYSIOLOGY AND PATHOLOGY (MUSCULAR/SKELETAL)

Level: **Intermediate**

Theme: **Health Sciences**

Prerequisite: **None**

Through study of the anatomy, physiology and pathology of the muscular/skeletal system, students gain an appreciation of practicing a healthy lifestyle, and acquire the knowledge and skills to deal with muscular/skeletal conditions as they affect the individual, family and friends. Community support resources are identified.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify and describe the anatomy, physiology, pathology, causes, treatment, prevention, impact and support resources for selected muscle/skeletal conditions**	• a concept test consisting of a minimum of 10 questions in each of the following categories – structure and function of the skeletal system – structure and function of the muscle system – pathology of muscular/skeletal system. *Assessment Tool* *CMH210–1: Concept Test Muscular/Skeletal Sample Questions* *Standard* *Performance rating of 50%*	30
	• a presentation/report that describes a selected muscular/skeletal condition as to: – pathology and treatment – causes – prevention – impact on the individual, family and community – community support resources available. *Assessment Tool* *CMH210–2: Presentations/Reports: Muscular/ Skeletal Conditions* *Standard* *Performance rating of 2*	30

MODULE CMH210: ANATOMY, PHYSIOLOGY AND PATHOLOGY (MUSCULAR/SKELETAL) (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **describe the causes, prevention, signs and symptoms and demonstrate the treatment of muscular/ skeletal injuries**	• practical problem solving activities in which the student, using a minimum of 2 scenarios, recognizes muscular/skeletal emergencies and demonstrates appropriate first aid procedures. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *CHM210–3: Muscular/Skeletal Sample Scenarios* *Standard* *Performance rating of 2 for each scenario*	20
• **identify a personal action plan that will promote and maintain healthy muscular and skeletal systems**	• applied problem solving in which the student develops a Personal Action Plan to promote and maintain muscular/skeletal health. *Assessment Tool* *CMHPAPW: Personal Action Plan Worksheet* *Standard* *All sections have been completed appropriately*	10
• **identify career opportunities related to the muscular/skeletal system**	• completion of three career profiles for careers in this area, including: – duties, working conditions – education qualifications – employment opportunities – salary range and benefits – advancement potential – personal characteristics. *Assessment Tool* *Assessment Guide: Career Profile* *Standard* *Three career profiles; all sections completed for each profile*	10
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH210: ANATOMY, PHYSIOLOGY AND PATHOLOGY (MUSCULAR/SKELETAL) (continued)

Concept	Specific Learner Expectations	Notes
The Healthy Body	*The student should:* • locate, describe and state the functions of the structures of the muscular/skeletal system • describe the aging process from embryos to seniors and gender differences in the muscular/skeletal systems.	Model. Skeleton. Diagram. Software packages.
Observation, Assessment and Application	• describe the causes, signs and symptoms and treatment of a variety of muscular/skeletal conditions • describe the social, emotional and economic impact of these conditions on the individual, family, peers and the community	• arthritis • bow legs • bunions • bursitis • cleft palate • club foot • fallen arches • hammer toes • herniated disc • muscular dystrophy • osteoporosis • rickets • scoliosis, kyphosis, lordosis • tendonitis • tumors • webbed and extra digits (polydactylism).
	• describe the causes, signs and symptoms, prevention and treatment of muscular/skeletal emergencies • identify the community support resources that are available for muscular/skeletal conditions.	Discuss sprains, strains, dislocations, fractures. Apply a sling, splints, discuss casts.
Health Promotion	• outline measures an individual can take to promote and maintain a healthy muscular/skeletal system through the life span.	Nutrition, exercise. Personal action plan.
Career Exploration	• describe and assess a career related to the muscular/skeletal system including: – duties, working conditions – education qualifications – employment opportunities – salary range and benefits – advancement potential – personal characteristics.	Posters Guest speakers Report (job shadowing activity).

MODULE CMH211: COMPLEMENTARY THERAPIES

Level: **Intermediate**

Theme: **Health Sciences**

Prerequisite: **None**

Students examine complementary therapies, their foundations, applications, costs, ethical issues and predictions for the future.

This module includes concepts which may be particularly sensitive to students, parents or community members.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• research and critique a complementary therapy • identify career opportunities in complementary therapies	• presentation of a research report and comment on the validity of one complementary therapy, including: – specific components – ethical considerations – consumer issues – community resources – prevalence of the therapy – future outlook for the therapy – career opportunities including personal characteristics, education/training, working conditions, salaries, employment/entrepreneurial opportunities. *Assessment Tool* *CMH211-1: Research Process: Complementary Therapies* *Standard* *Performance rating of 2*	90 10
• demonstrate basic competencies.	• observation of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH211: COMPLEMENTARY THERAPIES (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Health Promotion	• describe what complementary therapies are and their role in the emerging new paradigms focusing on health promotion and illness prevention	Maintenance of health and prevention of illness rather than treatment of symptoms and disease. Relationship of body, mind, emotions, social with the environment in determining health states. Focus on natural, non-invasive techniques to promote health and healing. Draws from healing wisdom of many lands and cultures. Empowers individuals to participate in their own healing process.
	• identify principles that define the philosophy and foundation of complementary therapies.	Such as: • healing power of nature (body to heal self) • "first do no harm" • identify and treat cause (not just symptoms) • therapist as 'teacher' (achieving health/ avoiding disease).
Application	• define, describe and critique a variety of complementary therapies	Example: Aromatherapy Acupuncture, Acupressure massage, Ayruvedic medicine (India), Chiropractor, Meditation Yoga, Hypnosis, Biofeedback, Relaxation and Visualization therapy, Homeopathy, Exercise therapy, Hydrotherapy, Music therapy, Reflexology, Naturopathy, Nutrition Osteopathy, Herbology, Therapeutic Touch, Reiki, Bioenergetics, NLP (neurolinguistic programming).

MODULE CMH211: COMPLEMENTARY THERAPIES (continued)

Concept	Specific Learner Expectations	Notes
Application (continued)	*The student should:* • examine ethical considerations related to complementary therapies • examine consumer issues such as cost factors, reliability of product, availability, etc. • research specific information for a written and/or oral presentation on applications of a specific approach and treatment therapies offered through complementary therapies • identify alternative futures of complementary therapies.	
Career Exploration	• describe and assess career opportunities within the areas of complementary therapies.	Occupational interviews. Job shadows. Areas of: homeopathy, naturopathy, osteopathy, chiropractic, medical doctor, biochemistry, nutrition, cultural medicines, etc.

MODULE CMH212: FIRST AID/CPR

Level: **Intermediate**

Theme: **Injury Prevention**

Prerequisite: **None**

Module Parameters: **The student must have access to instruction from an individual with a current instructor's certificate in First Aid and CPR**

Students study first-aid skills and demonstrate techniques and procedures for dealing with emergency situations. Students qualify for a **Standard First Aid Certificate** if they meet the competencies specified by the credentialling agencies. **To certify students, instructors must be currently certified First Aid/CPR instructors.**

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Standards	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• identify the role and responsibilities of the first-aider		5
• identify situations and recommend solutions to life-threatening emergencies	• a concept test consisting of a minimum of 50 questions. *Assessment Tool* *Theory examination from the credentialling agency* *Standard* *Performance rating as required for certification by the certifying agency or 50% for module credit*	25
• demonstrate first-aid procedures required in emergency situations • describe how to meet the physical, emotional, psychological and social needs of all individuals involved in the emergency	• practical activities in which the student describes the roles and responsibilities of a first aider, demonstrates all skills and describes the holistic care of all individuals involved in the emergency. *Assessment Tool* *Practical examination checklist from credentialling agency* *Standard* *Performance rating as required for certification*	50

MODULE CMH212: FIRST AID/CPR (continued)

Module Learner Expectations	Assessment Standards	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **develop a Personal Action Plan to prevent emergency situations and injuries at home, at work and in the community**	• applied problem solving in which the student presents a Personal Action Plan that will prevent emergency situations and injuries. *Assessment Tool* *CMHPAPW: Personal Action Plan Worksheet* *Standard* *All sections completed appropriately*	10
• **identify career opportunities within the first-aid community**	• completion of three career profiles for careers in this area that include: – duties, working conditions – education qualifications – employment opportunities – advancement potential – salary range and benefits – personal characteristics. *Assessment Tool* *Assessment Guide: Career Profile* *Standard* *Three career profiles; all sections completed for each profile*	10
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Introduction to First Aid	*The student should:* • outline the objectives of first aid • describe the role and responsibilities of a first aider	

MODULE CMH212: FIRST AID/CPR (continued)

Concept	Specific Learner Expectations	Notes
Introduction to First Aid (continued)	*The student should:*	
• Safety Promotion	• state the universal precautions in first aid • identify preparations for emergencies: – first aid kit – family records – emergency telephone numbers – identifying hazards and associated risks	
• Ethics	• outline the legal implications of performing first-aid: – Good Samaritan Law (Emergency Medical Act) – permission to act (consent) – state principles of confidentiality.	
Assessment • Observation	• demonstrate the principles of emergency scene management including: – scene survey – primary survey (ABC) – secondary survey – ongoing casualty care.	Sequence of steps when arriving at the scene. Care given while waiting for medical help.
Application	• outline the causes of injuries and demonstrate first aid procedures for the following: – shock, unconsciousness and fainting – respiratory arrest (adult), assisted breathing – choking (adult) – severe bleeding, amputations and internal bleeding – cardiac arrest (one-rescuer CPR-adult) – secondary survey – bone and joint injuries	Videos. Teacher demonstration. Student practice. Student demonstration. Skill performance evaluation. Humerus Radius and ulna Femur Tibia and Fibula

MODULE CMH212: FIRST AID/CPR (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Application (continued)	• identify the causes of injuries and demonstrate first aid procedures for the following: – head/spinal and pelvic injuries – chest injuries – wound care – multiple casualty management – rescue carries – eye injuries – burns – poisons, bites, stings – medical conditions – environmental illnesses and injuries – emergency childbirth and miscarriage.	Head/spinal precautions. Triage. Diabetic crisis, convulsions, asthma, allergies. Heat illnesses, cold injuries.
Management	• identify emotional and psychological needs of the casualty and family which must be addressed during an emergency situation: – normal reactions – fear and crisis – cultural component • describe barriers to action that may influence the actions of the first-aider: – fear of imperfect performance – reluctance to take charge – fear of infection – nature of the injury – fear of being sued – cultural beliefs.	Child abuse victims.
Health Promotion	• develop a Personal Action Plan for preventing emergency situations including safety guidelines at home, at work, in a motor vehicle and at play.	Resource: Occupational Health and Safety magazine.
Career Exploration	• identify career opportunities that are available in the first aid community including prerequisites, education/training, working conditions, salaries and employment and entrepreneur opportunities.	

MODULE CMH213: **SPORTS FIRST AID I**

Level: **Intermediate**

Theme: **Injury Prevention**

Recommended Prerequisite: **First Aid/CPR (CMH212)**

Recommended Corequisite: **A project module from Career Transitions**

Module Parameters: **It is recommended that the student have access to instruction from an individual with formal, specialized training in athletic first aid**

Students learn about the different aspects of sports injuries, first-aid care and prevention of athletic injuries.

Upon successful completion of this module, the student is eligible to receive an **Athletic First Aid Certificate** from the Sports Medicine Council of Alberta.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will: • describe how the roles and responsibilities of an Athletic First Aider help promote and maintain healthy athletes and help reduce sports injuries	*Assessment of student achievement will be based on:* • a presentation in which the student: – describes 3 roles and responsibilities of an Athletic First Aider – identifies structures most susceptible to athletic injuries and describe the injuries most likely to occur – identifies and describes a minimum of 8 activities that promote and maintain healthy athletes and help reduce sports injuries. *Assessment Tool* *CMH213-1: Presentations/Reports: Sports First Aid* *Standard* *Performance rating of 2*	20

MODULE CMH213: SPORTS FIRST AID I (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify situations and recommend solutions for common athletic injuries**	• practical activities in which the student: – describes how to treat: • infections and wounds • pelvic, abdominal and thoracic conditions • facial injuries • thermal injuries – demonstrates the following taping techniques: • cloth wrap • closed ankle • alternate heel lock • thumb hyperextension • triangular bandage. *Assessment Tool* *CMHSFASA: Sports First Aid Skills Assessment* *Standard* *Performance rating of 3 on each skill*	30
	• problem solving activities in which the student, using a minimum of three scenarios, recognizes common athletic injuries and outlines treatment. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *CMH213–2: Sports First Aid Sample Scenarios* *Standard* *Performance rating of 2*	20
	• a concept test consisting of a minimum of 30 questions on all aspects of Sports First Aid. *Assessment Tool* *CMH213–3: Sports First Aid Sample Questions* *Standard* *Performance rating of 50%*	15
• **develops a game plan and emergency action plan as an Athletic First Aider**	• presenting game plan preparations and emergency action plans necessary for an effective Athletic First Aider. *Assessment Tool* *CMH213–4: Presentations/Reports: Game Plan Preparations* *Standard* *Performance rating of 2 in each category*	15

MODULE CMH213: SPORTS FIRST AID I (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will: • **demonstrate basic competencies.**	*Assessment of student achievement will be based on:* • observations of individual effort and interpersonal interactions during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Professionalism	*The student should:* • describe the roles and responsibilities of the Athletic First Aider.	Prevent injuries. Never let minor injuries become major ones. Medical referral.
Health Promotion	• identify activities that can prevent sports injuries: – medical examinations – lifestyle – protective equipment (i.e., awareness of use, importance of, maintenance and repair) – safe environment – fitness, conditioning testing – proper warm-up/cool-down – proper stretch techniques – hygiene – balanced competition – officiating, rules – proper rehabilitation.	Injury prevention lab. Movement analysis lab. Methods of conditioning. Strength training lab. Basic fitness and stress testing (field trip).
The Human Body	• identify the structures most susceptible to athletic injuries and describe the injuries that are most likely to occur • classify injuries as acute, chronic or recurrent • describe the inflammation and repair processes that accompany trauma.	On-scene Lab. Case study presentations: • bones • muscles • ligaments • tendons • cartilage • bursae • nervous tissue.

MODULE CMH213: SPORTS FIRST AID I (continued)

Concept	Specific Learner Expectations	Notes
Implementation	*The student should:* • assess the injured athlete – primary scan – secondary scan • demonstrate how to respond to major injuries involving airway, breathing, circulation, central nervous system • describe how to treat the following athletic injuries: – infections and wounds – pelvic, abdominal and thoracic conditions – facial injuries – thermal injuries • demonstrate basic treatment – R.I.C.E. (R = rest, I = ice, C = compression, E = Elevation • explain the theory of taping – purpose of taping – material selection – application theory • demonstrate basic taping skills – basic principles – cloth wrap technique – closed ankle technique – alternate heel lock technique – thumb hyperextension – triangular bandage.	Demonstrations and practical skills lab. Injury simulation lab. Case studies.
Career Exploration	• develop game plan guidelines which prepares the Athletic First Aider for sporting injuries or emergencies – emergency procedures plan – side line activities – first aid supplies – assessing the injured athlete – indicating how to determine when the athlete may return to complete the activity.	

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Community Health.

> Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Module CMH301: Family Issues F.3
Module CMH302: Parenting F.7
Module CMH303: Aging F.11
Module CMH304: Pre- and Post-natal Care F.15
Module CMH305: Day Care II F.19
Module CMH306: Home Care III: Special Conditions F.25
Module CMH307: Challenged Individuals F.31
Module CMH308: Anatomy, Physiology, Pathology (Digestion/Elimination) F.35
Module CMH309: Anatomy, Physiology, Pathology (Nervous/Endocrine) F.39
Module CMH310: Mental Health F.43
Module CMH311: Advances in Medical Technology F.47
Module CMH312: First Aid/CPR for Infants and Children F.51
Module CMH313: Sports First Aid II F.55

MODULE CMH301: FAMILY ISSUES

Level: **Advanced**

Theme: **Sociocultural Perspectives**

Prerequisite: **None**

This module examines changes that occur within a family and the required adjustments family members must make. Cultural diversities are investigated and community resources are identified.

This module includes concepts which may be particularly sensitive to students, parents or community members.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **describe the changing rights, responsibilities and family dynamics that occur throughout the family life cycle**	• problem solving activity in which the student describes the changing roles, responsibilities and family dynamics throughout the life cycle. *Assessment Tool* *CMH301-1: Family Life Cycle Chart* *Standard* *Performance rating of 3 in each category*	20
• compare and contrast families from diverse cultures	• a comparative analysis in which the student compares and contrasts a minimum of two cultures as to: – family structure – family dynamics – family traditions – education and health beliefs/practices. *Assessment Tool* *CMH301-2: Presentations/Reports: Family Comparison* *Standard* *Performance rating of 3 in each category*	30
• **assess the effect on the physical, mental and social well-being of the family as changes occur in careers, relationships, personal life and financial situations**	• a report in which the student assesses the influence of change on family well-being, discussing the impact of one change in each of the following categories: – career changes – relationship changes – personal changes – financial changes. *Assessment Tool* *CMH301-3: Presentations/Reports: Change and Family Well-being* *Standard* *Performance rating of 3 in each category*	30

MODULE CMH301: FAMILY ISSUES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify career choices by compiling a directory of community family support services**	• compiling a directory of a minimum of five community resources and evaluating how they meet the needs of families. Investigate one career opportunity in this area as to duties, working conditions, education qualifications, employment opportunities, salary range and benefits and personal characteristics. *Assessment Tool* *CHMCRA: Community Resource Assessment* *Standard* *Performance rating of 3*	20
• **demonstrate basic competencies.**	• observation of individual effort and interpersonal skills during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of the Family	• review the family as a dynamic structure and identify examples of change which affect contemporary families throughout the life cycle	Stages in family life cycle. Changes need to be viewed as a constant in the life cycle as opposed to crisis.
	• identify the legal rights and responsibilities of family members throughout the life cycle	Ex-marriages, graduation, relations, childbirth. Alberta Premier's Council in Support of Alberta Families.
	• review the importance of effective communication in healthy family relationships.	

MODULE CMH301: FAMILY ISSUES (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Cultural Diversities in Family	• research and compare families within two diverse cultures focusing on: – family structures (nuclear, extended, communal) – family dynamics (child rearing patterns, roles/role division, mate selection and marriage customs) – family traditions, celebrations – health beliefs/practices	Reference: *Cross Cultural Caring*. Reports, charts, bulletin boards, audio-visual, debates, guest speakers, art work, drama production.
	• recognize the stereotypical attitudes towards different ethnic groups in his or her community	
	• identify modifications made to cultural family patterns as a result of assimilation into another culture: – traditions and customs – holiday celebrations – education and health beliefs/practices – roles/role division.	Interview with Canadians working overseas and new immigrants to Canada: • panel discussions • class presentations • documentaries.
Observation	• describe the effects (physical, mental, social) throughout the lifespan of the changes to family members and the family unit in the following categories:	Examples:
	– career changes	Career – promotion, transfers, unemployment, home-based careers, dual careers, travel, career changes, shiftwork, retirement.
	– changing relationships	Relationship – loss (death, moving, divorce), having children, foster parenting, adoption issues, empty nest, parents returning to work force, separation, violence and abuse, adult children returning home, blended families.

MODULE CMH301: FAMILY ISSUES (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Observation (continued)	• describe the effects throughout the life span of the changes to family members and the family unit in the following categories: – personal changes	Personal loss, high risk careers, addictions - alcohol, drugs, gambling, workaholics, overspending, infertility, impotence, self-growth, abuse, neglect, menopause, mid-life crises, illness or chronic medical conditions, living will, euthanasia, stay-at-home parent.
	– financial changes.	Financial – loss of income, credit abuse, increased income.
	• analyze these changes as to: – prevalence of the issue	Use Statistics Canada Social Trends.
	– how each dimension (physical, mental, social) of well-being is affected – potential community support agencies and resources – positive and negative effects of the change – legal implications of choices.	Report, charts, bulletin boards, audio-visual, computer programs, debates, guest speakers, art work, drama production.
Career Exploration	• compile and analyze a list of careers by investigating or listing agencies that are in the communities that provide help with family issues.	Consider careers related to Cultural diversities, e.g., interpreter.

MODULE CMH302: PARENTING

Level: **Advanced**

Theme: **Sociocultural Perspectives**

Prerequisite: **None**

Students examine parenting and the issues involved with parenting. This module helps students appreciate current family dynamics and enhances future parenting skills. Student are encouraged to have a foundation in child development and care as offered in Child Development (CMH105).

This module includes concepts which may be particularly sensitive to students, parents or community members.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify and describe different parenting styles and assess their influence on family dynamics. Consider:** – **authoritarian** – **permissive** – **democratic** – **uninvolved** – **cultural diversities**	• applied problem-solving activity in which the student, using scenarios, will analyze and predict parenting decisions based on three different parenting styles. *Assessment Tool* *CMH302–1: Scenario Assessment Worksheet* *CMH302–4: Parenting Sample Scenarios* *Standard* *Performance rating of 3 for each scenario*	20
	• a presentation in which the student compares the parenting styles and the effect on family dynamics for at least two different cultures. *Assessment Tool* *CMH302–2: Presentations/Reports: Parenting Styles Comparison* *Standard* *Performance rating of 3*	20
• **identify the rewards and challenges of parenting including: financial, emotional, societal, educational, health**	• a presentation/report in which the student identifies the rewards and challenges of parenting throughout the family lifecycle and assesses personal readiness for parenting. *Assessment Tool* *CMH302–3: Presentations/Reports: Parenting* *Standard* *Performance rating of 3 in each category*	25

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Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **assess personal readiness for parenting including: psychological, physical, financial and philosophical**		25
• **identify related career opportunities**	• completion of three career profiles for careers related to parenting. Include: – duties, working conditions – education requirements – employment opportunities – advancement potential – salary range and benefits – personal characteristics. *Assessment Tool* *Assessment Guide: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10
• **demonstrate basic competencies.**	• observation of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of the Family	• define a parent and/or guardian and identify ways of becoming a parent – birth – adoption – fostering – alternative family structures • analyze the impact on the individual choices of choosing to parent or not to parent	Surrogate parent, e.g., • cultural adoptions • blended • extended • grandparents.

Concept	Specific Learner Expectations	Notes
	The student should: • describe the roles, rights, responsibilities and legal obligations of parenting • identify the characteristics of the following parenting styles and determine the strengths and weaknesses of each – democratic – authoritarian – permissive – uninvolved • compare and contrast parenting styles of various cultural groups • describe how the different parenting styles influence developing children – discipline – gender roles – ways of expressing love and affection – transmitting culture, traditions, morals and religious beliefs • describe how parenting roles change over the lifecycle of the family.	Family functions: • Affective (personality maintenance) • Socialization and social placement • Reproductive function • Economic function • Health care function. Reference: *Cross Cultural Caring.*
Assessment and Application	• research the rewards and challenges of parenting – financial – emotional effects on relationships – societal – education – health care – community support • outline his/her readiness for parenting – psychological/emotional – physical – financial – philosophical • identify characteristics of successful parenting.	Resource: *Tell Me About Your Family.* Vanier Institute.

MODULE CMH302: PARENTING (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration	*The student should:* • describe careers associated with parenting – daycare worker, nanny, homemakers, home economist, counsellors, social worker, pediatrics, stay-at-home mom/dad.	

MODULE CMH303: **AGING**

Level: **Advanced**

Theme: **Sociocultural Perspectives**

Prerequisite: **None**

Recommended Corequisite: **This module would be enhanced with the addition of a volunteer or a project module from Career Transitions**

Students gain an understanding of the issues involved with the aging process and the impact on the individual, the family and the community. Students identify community resources and recognize the importance of seniors as a resource to the community.

This module includes concepts which may be particularly sensitive to students, parents or community members.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
- assess the contributions seniors make to society	- a presentation in which the student identifies the contributions seniors make to society. Assess the impact on the individual, the family, the community and global community. *Assessment Tool* *CMH303–1: Research Process: Seniors Contributions* *Standard* *Performance rating of 3*	10
- identify the physical, economic, emotional, and intellectual changes that occur with aging and examine the adaptations required	- a concept test with a minimum of 20 questions assessing the following: – age related changes (physical, economic, emotional, intellectual) – adaptations required for aging. *Assessment Tool* *CMH303–2: Sample Questions: Aging* *Standard* *Performance rating of 50%*	20
- develop a Personal Action Plan to prepare for healthy aging	- applied problem solving in which the student presents a Personal Action Plan to prepare for healthy aging. *Assessment Tool* *CMHPAPW: Personal Action Plan Worksheet* *Standard* *All sections completed appropriately*	10

MODULE CMH303: AGING (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **describe the signs, symptoms and care required for age-related conditions**	• presentation of a report in which the student describes an age-related condition including: – signs and symptoms – treatment and care – impact on the individual, family and the community – community support resources available. *Assessment Tool* *CMH303–3: Presentations/Reports: Aging* *Standard* *Performance rating of 3 in each category*	20
• **identify adjustments required as a result of loss**	• an applied problem-solving activity in which the student, using a minimum of two scenarios depicting loss, predicts possible outcomes including: – stages in grieving – financial considerations – psychological effects – ethical aspects – cultural influences – changing family roles – support services available. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *CMH303–4: Loss: Sample Scenarios* *Standard* *Performance rating of 3*	20
• **identify and evaluate community support resources and profile a career related to the aging community**	• identifying and evaluate a minimum of three community resources available to seniors • completion of one career profile related to the aging community including: – duties – education/training required – employment opportunities – salary and benefits. *Assessment Tool* *CMHCRA: Community Resource Assessment* *Standard* *Performance rating of 3*	20

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement will be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* · *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Orientation	• describe the stereotypical attitudes towards aging: – analyze his/her own attitudes towards seniors – identity common descriptive phrases used to describe seniors • assess the contributions seniors make to society; e.g., personal, family, community and global.	Role play, media watch, attitude check list, portrayal in the media, myths and realities.
The Healthy Body	• identify the physical changes that occur during the aging process and the adaptations required to adjust to these changes.	Interview a doctor and/or seniors.
	• describe the impact of aging on the individual, the family and the community: – financial – health – housing – social policies – employment – culture differences – changing roles within the extended family – recreation – senior centres	Physical, social, emotional, intellectual. Apartment, granny flats, total care home, 50+ housing complexes, 'snow birds'. Pre-retirement counselling. Post-retirement adjustment.
	• identify the resources available to seniors in the community.	Senior Centres, Family and Community Support Services, Home Care, Meals on Wheels, Library on Wheels.

Concept	Specific Learner Expectations	Notes
	The student should:	
Health Promotion	• develop a Personal Action Plan to prepare for healthy aging.	
Observation, Assessment and Application	• describe the care required for conditions associated with aging and determine the impact on the individual, family and the community	e.g., Alzheimer's, diabetes, osteoporosis, heart conditions, strokes. (cardiovascular/ cerebrovascular conditions)
	• describe the adjustments in lifestyle that result from the loss of a family member: – stages in grieving – financial, legal – psychological – ethical aspects of death (euthanasia) – cultural influences – changing family roles – support services available.	Guest speakers; e.g., lawyer, funeral home operator, multicultural panel, school guidance counsellors.
Career Exploration	• research and analyze career opportunities available within the aging community: – types of careers – duties, working conditions – educational requirements – employment opportunities – salary range and benefits.	

MODULE CMH304: **PRE- AND POST-NATAL CARE**

Level: **Advanced**

Theme: **Skills for Caring**

Prerequisite: **Parenting (CMH303) recommended sequence**

This module focuses on the impact of pregnancy on physical, mental and social well-being. It emphasizes the significance of pre-natal, labour, delivery and post-natal care.

This module includes concepts which may be particularly sensitive to students, parents or community members.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **describe the process of pregnancy, labour, delivery, and the puerperium, identifying both normal changes and complications that may arise in order to assess care measures required**	• a concept test consisting of a minimum of ten questions in each of the following categories: – anatomy, physiology and pathology of the male and female reproductive systems – embryonic/fetal development during pregnancy – maternal changes during pregnancy – labour and delivery process. *Assessment Tool* *CMH304–1: Pre- and Post-natal Care Sample Questions* *Standard* *Performance rating of 50%*	20
	• a report in which the student assesses the care required throughout pregnancy, labour , delivery and the puerperium. *Assessment Tool* *Presentation Report: Pre and Post Natal Care* *Standard* *Performance rating of 3 in each category*	25
• **compare and contrast the physical, social, emotional and economic impact of pregnancy, labour, delivery and post-natal care at different maternal ages and for different cultures**	• a presentation in which the student compares and contrasts the impact of pregnancy, labour, delivery and post-natal care at different maternal ages in two different cultures. *Assessment Tool* *Presentations/Reports:* *Standard* *Performance rating of 3 on each category*	25

MODULE CMH304: PRE- AND POST-NATAL CARE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify the importance of lifestyle choices on maternal/fetal health throughout pregnancy and the puerperium**	• an applied problem-solving activity in which the student, using a minimum of 3 scenarios, identifies the importance of lifestyle choices on maternal/fetal health. *Assessment Tool* *CMHSAW: Scenarios Assessment Worksheet* *CMH304–3: Pre- and Post-natal Care Sample Scenarios* *Standard* *Performance rating of 3*	10
• **identify and evaluate community resources and profile a career available for pre- and post-natal care**	• identifying and evaluating a minimum of four community support resources available for pre- and post-natal care. *Assessment Tool* *CMHCRA: Community Resource Assessment* *Standard* *Performance rating of 3*	10
• identify career opportunities related to pre- and post-natal care	• completion of a career profile in the area of pre- and post-natal care including: – duties, working conditions – education requirements – employment opportunities – salary and benefits – personal characteristics. *Assessment Tool* *CMHCRA: Community Resource Assessment* *Standard* *Performance rating of 3*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH304: PRE- AND POST-NATAL CARE (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body	• review the male and female reproductive systems and describe the process by which fertilization takes place	Consider: • presumptive, probable and positive signs of pregnancy • calculating and estimating due date.
	• describe and contrast the three trimesters of pregnancy – maternal changes – fetal development.	Emotional changes. Hormonal changes. Physical changes • selecting medical care for pregnancy and delivery • chart month-to-month prenatal visits to the doctor or mid-wife, including frequency of visits, types of tests and their purpose. Resource: Health During Pregnancy "Lily Looks Back" video.
Observation, Assessment and Application	• describe risk factors associated with pregnancy, listing signs and symptoms, treatment, and care	For example, hyperemesis gravidarum, pregnancy-induced hypertension (toxemia), hemorrhagic conditions, diabetic, C-section, VBAC.
	• identify and assess the validity of myths associated with pregnancy.	"Eating for two."
	• describe the effects of maternal health problems on a developing fetus, labour and post-natal care	For example, rubella, anemia, x-rays, high fever, viruses, diabetes.
	• identify the signs and symptoms through the stages of the labour and delivery process, outlining the care necessary for the mother and infant at each stage. – discuss the roles, rights and responsibilities of the father	Resource: How it Works, How Your Baby is Born.
	• describe the care of the post-partum mother and newborn infant with emphasis on the aspects of feeding, personal care and initial bonding: – discuss the impact of a new baby on the mother, father, siblings, and the extended family	Premature infant, low birth weight, feeding problems e.g., cleft palate. Apgar Score Cord care. Circumcision decision.

MODULE CMH304: PRE- AND POST-NATAL CARE (continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application (continued)	*The student should:* • describe the physical, social, emotional and economic impact of pregnancy, labour, delivery and post-natal care at different maternal ages	Teens, 20's, 30's, 40's. Determine the costs of pregnancy, birth and care of a baby for one year.
	• identify possible complications and the care that may be required for the mother and newborn through the post-natal period.	e.g., depression, hemorrhage, infection Neo-natal jaundice. Failure-to-thrive.
Cultural Diversities	• research and compare cultural diversities relating to prenatal care, childbirth techniques, family dynamics and relationships.	
Health Promotion	• identify the importance of lifestyle choices through the pre-natal period	Exercise, nutrition, work-related impact, substance abuse (e.g., Fetal Alcohol Syndrome/Fetal Alcohol Effects), 'crack babies'.
Community Resources	• identify the pre- and post-natal community support resources that are available	• public health nurses.
	• describe current medical practices related to pre- and post-natal care.	• ultrasounds • hospital stay • abortions • sperm banks • in vitro fertilization (IVF).
Career Exploration	• research and analyze a career specific to pre- and post-natal care including: – pre-requisites – education and/or training required (locations, length, costs, course content) – employment/entrepreneurial opportunities – working conditions – salary and benefits.	• nursing • physicians • midwifery • birthing centres • home births.

MODULE CMH305:	**DAY CARE II**
Level:	**Advanced**
Theme:	**Caregiving**
Prerequisite:	**Day Care I and Practicum module from Career Transitions in a Day Care centre (Required)**
Corequisite	**Practicum Day Care II**
Module Parameters:	**If students successfully complete Day Care I and Day Care II, two practicum modules and are 16 years of age, they are eligible for a Level I Orientation Qualification Certificate providing the objectives of the *Self-Study Orientation Course of Day Care Centre Staff*★ have been met. This is the minimum qualification required for daycare employees in Alberta. Students should be aware that a security check will be required for employment in a day care.** **For certification, students must complete a practicum module from Career Transitions in a Day Care centre, under the supervision of a staff member with a minimum Level II Day Care Centre Staff Provincial Qualification Certificate.**

Students continue to study the development and care of children, focusing on the importance of play and guiding behaviour. Successful completion of Day Care I and Day Care II and two practicum modules will qualify the student to receive a Level I Orientation Qualification Certificate providing the objectives of the *Self Study Orientation Course for Day Care Centre Staff* have been met. Student must be 16 years to be certified. Students should be aware that a security check will be required for employment in a day care.

This module includes concepts which may be particularly sensitive to students, parents or community members.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Standards (Draft)	Suggested Emphasis
The student will: - **describe ways to encourage a child's creativity**	*Assessment of student achievement will be based on:* - completion of PM8-16/17, PM8-18 and Learning Record PM8-21.† *Assessment Tool* *CMH305–1: Daycare Assessment Tool* *Standard* *Performance rating of 3*	10

★ *Self Study Orientation Course for Day Care Staff* available from Alberta Family and Social Services Day Care Programs, Seventh Street Plaza, 10030 – 107 Street, Edmonton, Alberta, T5J 3E4.

† Exercises and learning records are found in the *Self Study Orientation Course for Day Care Staff*.

MODULE CMH305: DAY CARE II (continued)

Module Learner Expectations	Assessment Criteria and Standards (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
- **identify the characteristics of play, recognize its value and understand how it contributes to children's development**	- completion of Learning Records PM9-17/18 and PM9-19/20.† *Assessment Tool* *CMH305–1: Daycare Assessment Tool* *Standard* *Performance rating of 3*	10
- **identify what needs to be provided for play in order for children to grow and develop and to describe the adult role in supporting self-directed play**	- completion of PM10-8/9, PM10-13/14 and Learning Records 10-15, 10-17/18. † *Assessment Tool* *CMH305–1: Daycare Assessment Tool* *Standard* *Performance rating of 3*	10
- **describe ways that caregivers carry out routines so that each child's development is enhanced in a safe and nurturing way**	- completion of PM11-4/5, PM11-7, PM11-9 and Learning Records PM11-14, PM11-17. † *Assessment Tool* *CMH305–1: Daycare Assessment Tool* *Standard* *Performance rating of 3*	10
- **describe methods of solving behaviour problems using appropriate child guidance techniques**	- completion of PM12-3, PM12-7/8, PM12-10, PM12-11, PM12-12/13 and PM12-15/16. † *Assessment Tool* *CMH305–1: Daycare Assessment Tool* *Standard* *Performance rating of 3*	15
	or	
	- develop a minimum of 3 scenarios of problem situations and suggest solutions. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *Standard* *Performance rating of 3*	15
- **indicate how the Daycare Regulations ensure quality daycare**	- completion of Learning Records PM13-7/8/9. † *Assessment Tool* *CMH305–1: Daycare Assessment Tool* *Standard* *Performance rating of 3*	5

MODULE CMH305: DAY CARE II (continued)

Module Learner Expectations	Assessment Criteria and Standards (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **outline practices related to child safety and illness/injury prevention**	• completion of Learning Records PM13-15/16. † *Assessment Tool* *CMH305–1: Daycare Assessment Tool* *Standard* *Performance rating of 3*	10
• **describe how daycare staff and families can work together in the best interest of the child**	• completion of Learning Record PM14-14 and PM14-15. † *Assessment Tool* *CMH305–1: Daycare Assessment Tool* *Standard* *Performance rating of 3*	5
• **describe types and signs of possible child abuse/ neglect and indicate the daycare workers' responsibility**	• a report on types and signs of child abuse and daycare workers' responsibility. *Assessment Tool* *CMH305–2: Presentations/Reports: Child Abuse* *Standard* *Performance rating of 3* or • completion of Learning Record PM15-9 and PM15-10. † *Assessment Tool* *CMH305–1: Daycare Assessment Tool* *Standard* *Performance rating of 3*	5
• **analyze personal competencies in relation to professional standards**	• completion of a personal self-evaluation which includes: – assessment of present competency – analysis of competency levels needed to be successful – action plan for improving competencies. *Assessment Tool* *CMHPAPW: Personal Action Plan Worksheet* *Standard* *All sections have been completed appropriately*	5

MODULE CMH305: DAY CARE II (continued)

Module Learner Expectations	Assessment Criteria and Standards (Draft)	Suggested Emphasis
The student will: - **demonstrate basic competencies.**	*Assessment of student achievement will be based on:* - observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Orientation	*The student should:*	
- Child Development	- describe how creativity relates to child development: – define creativity – identify the stages children go through in creative expression	Reference. Session 8, *Self Study Orientation For Day Care Workers.* Observation at daycare. Video.
	- demonstrate ways to enhance creativity	Create an in-class activity to be used in a daycare setting.
	- describe the importance of play in the development of children	Students could share their activities to begin a portfolio of creative experiences for children. Session 9, *Self Study Orientation For Day Care Workers.*

MODULE CMH305: DAY CARE II (continued)

Concept	Specific Learner Expectations	Notes
Orientation • Child Development (continued)	*The student should:* • identify five characteristics of children's play – recognize the stages of play, (i.e., unoccupied, solitary, onlooker, parallel, associative and cooperative) • describe play activities which would help develop the physical, social, intellectual, emotional development considering the factors when providing for play (e.g., space, time materials, rules) • describe the adult role in supporting self-directed play versus caregiver-directed activities.	*Self Study Orientation For Day Care Workers.* – observation at day care centre. Video: Day Care Matters: Facilitating Play, pt 1 & 2. Session 10, Self Study *Orientation For Day Care Workers.* Video: Day Care Matters: Facilitating Play, pt 3.
Management	• describe how physical routines and guiding behavior can enhance child development and self-esteem • demonstrate smooth and effective transitions between various routines of the day • identify problem situations and suggest solutions • differentiate between punishment and guidance.	Session 11, *Self Study Orientation For Day Care Workers.* Video: *Day Care Matters: Nurturing Through Physical Routines.* Session 12, *Self Study Orientation for Day Care Workers*
Health and Safety	• identify provincial day care policies and the role of the Day Care Licensing Officer and examine the health practices that keep the spread of infection to a minimum in a day care • select toys, materials and experiences that will aid in the prevention of accidents • describe how appropriate supervision can prevent accidents	Session 13, *Self Study Orientation For Day Care Workers.* Pamphlet: *Day Care Regulations.*

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MODULE CMH305: DAY CARE II (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Health and Safety (continued)	• state the benefits resulting from a positive relationship between families and caregivers • describe barriers that might prevent a positive family-caregiver relationship from developing • identify problem-solving strategies that may be used with family members to solve conflicts.	Session 14, *Self Study Orientation For Day Care Workers.* Video: *Day Care Matters: Supporting Family Relationships.*
	• identify and describe the types of child abuse/ neglect, including: – indicators of possible child abuse/neglect – suggestions of responding to child abuse/neglect – strategies caregivers can use to prevent child abuse/neglect.	Session 15, *Self Study Orientation For Day Care Workers.* Video: *Child Abuse and Neglect.* Guest speakers.
Professionalism	• describe the Day Care Regulations in terms of how they ensure the safety and well-being of children and staff • describe the responsibility of the child care worker in reporting suspected child abuse/neglect.	Session 13, *Self Study Orientation For Day Care Workers.* Observation Session 15, *Self Study Orientation For Day Care Workers.*
Career Exploration	• research and analyze career opportunities available in early childhood education, outlining the: – prerequisites – length and scope of the course – certification received – job opportunities.	Guest speaker: Early Childhood Program.

MODULE CMH306: HOME CARE III: SPECIAL CONDITIONS

Level: **Advanced**

Theme: **Skills for Caring**

Prerequisite: **Home Care I (CMH106) and Home Care II (CMH207)**

Module Parameters: **The student must have access to instruction from an individual with formal, specialized training in home care skills**

This module addresses care as it relates to special conditions, special treatments, loss, long term care and the palliative process. A project module from Career Transitions in a community care facility will enhance student learning in this area.

This module includes concepts which may be particularly sensitive to students, parents or community members.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Conditions and Criteria (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify individuals with special needs or conditions, safety requirements and demonstrate or describe the skills necessary to assist with special care treatments**	• practical problem-solving activities in which the student describes or demonstrates the skills and safety precautions required for individual with special needs, including: – bed-ridden and non-ambulatory individuals – individuals with prostheses – individuals with specific respiratory needs – individuals with incontinence and elimination needs – individuals requiring diagnostic tests – supervision of medications. *Assessment Tool* *CMHHCSA–3: Home Care Skills Assessment* *Standard* *Performance rating of 3 on each skill*	60
• **address care as it relates to loss, long term care, and the palliative process**	• a presentation/report which identifies the stages of dying, the grief process and addresses the care and support required for the individual, the family and the caregivers. *Assessment Tool* *CMH306–1: Presentations/Reports: Death and Dying* *Standard* *Performance rating of 3 in each category*	30

MODULE CMH306: HOME CARE III: SPECIAL CONDITIONS (continued)

Module Learner Expectations	Assessment Conditions and Criteria (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• identify career opportunities related to home care/personal care services	• completion of three career profiles for careers relating to home care/personal care services including: – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – salary range and benefits – advancement potential – personal characteristics. *Assessment Tool* *Assessment Guide: Career Profiles* *Standard* *Performance rating of three career profiles; all sections completed for each profile*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Assessment and Applications	• identify and describe individuals with special needs such as: – those who are bed-ridden and non-ambulatory – those with prostheses – those with special respiratory needs – those with incontinence and specific elimination needs – those who require diagnostic tests	• Care needs related to specific disease process. • Behaviours exhibited. • Stages of the lifespan. • Cultural diversities.

MODULE CMH306: HOME CARE III: SPECIAL CONDITIONS (continued)

Concept	Specific Learner Expectations	Notes
Assessment and Applications (continued)	*The student should:* • describe the skills, safety practices and necessary equipment required to assist or perform special care treatments for: – bedridden and non-ambulatory individuals: • prevention of pressure areas using available aids • maintenance of adequate lung function using deep breathing exercises, spirometers and respiratory aids • maintenance of adequate circulation using aids to maintain muscular strength and exercises – individuals with a prosthesis: • use of hearing and visual aids, limbs, braces, splints, casts • assistance with ambulation, such as crutches, walkers, wheelchairs, electric carts – individuals with specific respiratory needs: • use of supplemental oxygen • use of steam inhalation, cold vaporizers – individuals with incontinence and elimination needs: • recording intake and output • catheter care (observe catheterization), urinary drainage devices • ostomy care • suppositories, enemas – individuals requiring diagnostic tests: • collecting urine, stool and sputum specimens • home glucometer testing (diabetics) • interpreting results of urine tests, blood tests • home preparations for x-rays, blood tests.	Discuss the safety precautions necessary for caregiver and individual including: • Universal precautions (infection control) • Proper body mechanics. • Community work placements may provide additional practical time.

Concept	Specific Learner Expectations	Notes
	The student should:	
Safety	• identify the safety components related to the supervision of medications: – five rights (person, medication, time, method, amount) – routes (oral, buccal, sublingual, rectal, injectable, topical, transdermal, inhalation) – types (pills, lozenges, liquids, drops, ointments, skin patches, injections, suppositories, inhalers) – observing and reporting to health professionals side effects and degree of tolerance of medication by individuals.	Pharmacy labels on medication containers. • Instructions. • Precautions for specific medication.
Management	• identify potential impacts of "loss" on physical, mental and social aspects of living	• Stages of the lifespan. • Cultural diversities.
	• describe the importance of maintaining the individuals dignity and privacy and examine ways of accomplishing this	
	• outline and describe the procedures for admission to, transfer and discharge from a treatment centre: – social and emotional aspects – family resources – interpreting and compiling the individual's care record	
	• identify and describe the stages of dying, including emotional support, physical changes and care through the palliative process	Video: Death and Dying.
	• identify strategies and personal care services to assist the family through the grieving process, palliative care and procedures following death	Support groups. • Post-mortem care. • Bereavement support.
	• describe the impact on the caregiver and outline ways to obtain physical assistance and emotional support.	• Interview palliative caregiving staff. • Positive impact of experiences.
	• identify and assess community support resources	

MODULE CMH306: HOME CARE III: SPECIAL CONDITIONS (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration	*The student should:* • describe the role of a home care worker considering: – ethics and legal responsibility – health care facilities and home support systems in Alberta – communication, client rapport and rights – cultural differences • identify employer expectations and role of the health team.	

MODULE CMH307: CHALLENGED INDIVIDUALS

Level: **Advanced**

Theme: **Skills for Caring**

Prerequisite: **None**

Students recognize the diversity of experiences facing individuals who are physically and/or mentally challenged. Community resources for these individuals are identified.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Standards (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **recognize the situations and recommend solutions for challenged individuals**	• an applied problem-solving activity in which the student researches a minimum of two challenges as to: – causes – signs and symptoms – treatment – resources and technologies available – impact on and recommend solutions for the individual, family and the community. *Assessment Tool* *CMH307–1: Research Process: Challenged Individuals* *Standard* *Performance rating of 3 in each category*	45
	• a practical problem solving activity in which the student devotes a minimum of ten hours to assisting a challenged individual with activities of daily living. *Assessment Tool* *CMHPORT: Portfolio Assessment* *Standard* *Performance rating of 3*	40

MODULE CMH307: CHALLENGED INDIVIDUALS (continued)

Module Learner Expectations	Assessment Criteria and Standards (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify and evaluate community resources and profile a career opportunity related to working with challenged individuals**	• identifying and evaluating a minimum of three community resources available to a challenged individual • completion of a career profile in this area which includes: – duties – education qualifications – employment/entrepreneurial opportunities – salary range and benefits – personal characteristics. *Assessment Tool* *CMHCRA: Community Resource Assessment* *Standard* *Performance rating of 3 in each category*	15
• **demonstrate effort to refine basic competencies.**	• observations of individual effort and interpersonal interaction during the learning characteristics. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Orientation	• identify challenges that affect the performance of activities of daily living, such as: – motor/sensory – cognitive – behavioural – intellectual	For example: • paralysis/anesthesia • memory loss • short term memory • due to brain damage • retardation.
	• identify the potential impact of the challenges noted above on the individual, the family and the community.	Physical, mental, socioeconomic. Interviews. Guest speakers, home visitation.

MODULE CMH307: CHALLENGED INDIVIDUALS (continued)

Concept	Specific Learner Expectations	Notes
Application	*The student should:* • identify specific treatments, technologies and community resources available to the individual with a specific challenge	• voluntary agency • advocacy • personal interview • assist a challenged individual with activities of daily living. (May be expanded with a project or volunteerism module.)
Career Exploration	• research and assess the career opportunities related to working with challenged individuals.	• personal care aides • rehabilitation therapists • special education instructors.

MODULE CMH308: ANATOMY, PHYSIOLOGY, PATHOLOGY (DIGESTION/ ELIMINATION)

Level: **Advanced**

Theme: **Health Sciences**

Recommended Corequisite: **Home Care II: Personal Care Services**

Module Parameters:

Through the study of anatomy, physiology, pathology and treatment of the digestive and elimination systems, students gain an appreciation of practicing a healthy lifestyle and acquire the knowledge and skills to deal with digestive and elimination conditions as they affect the individual, family and friends. Community support resources are identified.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify and describe the anatomy, physiology, pathology, causes, treatment, prevention, impact and support resources for selected digestive and elimination conditions**	• a concept test consisting of a minimum of ten questions in each of the following categories – structure and function of the digestion system – structure and function of the elimination system – pathology of digestion and elimination systems. *Assessment Tool* *CMH308–1: Concept Test: Digestion/Elimination Sample Questions* *Standard* *Performance rating of 50%*	30
	• a report that describes a selected digestive and elimination condition as to: – pathology and treatment – prevention – causes – a sample therapeutic diet for the condition – impact on the individual, family and community – community support resources available. *Assessment Tool* *CMH308–2: Presentations/Reports Assessment: Digestion/Elimination Conditions* *Standard* *Performance rating of 3 in each category*	30

MODULE CMH308: ANATOMY, PHYSIOLOGY, PATHOLOGY (DIGESTION/ ELIMINATION) (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **describe the causes, signs and symptoms, treatment and prevention for digestive and elimination emergencies**	• practical problem-solving activities in which the student, using a minimum of 2 scenarios, recognizes digestion and elimination emergencies and demonstrates first aid procedures. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *Standard* *Performance rating of 3 for each scenario*	10
• **describe a personal action plan that will promote and maintain healthy digestion and elimination systems**	• an applied problem-solving activity in which the student prepares a Personal Action Plan to improve or maintain healthy digestive/elimination systems. *Assessment Tool* *CMHPAPW: Personal Action Plan Worksheet* *Standard* *All sections have been completed appropriately*	20
• **identify career opportunities related to the digestive and elimination systems**	• completion of three career profiles for careers related to the digestion and/or elimination systems including – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – advancement potential – salary range and benefits – personal characteristics. *Assessment Tool* *Assessment Guide: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH308: ANATOMY, PHYSIOLOGY, PATHOLOGY (DIGESTION/ ELIMINATION) (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body	• describe, locate and state the functions of the primary and accessory organs of the digestive system – mouth – pharynx – esophagus – stomach – small intestine – large intestine – liver – gall bladder – pancreas – appendix	Models, diagrams, dissection, videos, software programs. Special role of appendix.
	• outline and compare the processes involved in ingestion, digestion, absorption and elimination at different stages of the lifespan	flow chart.
	• describe the role of enzymes and identify the major enzymes involved in digestion	
	• describe the role of the major nutrients necessary for growth and maintenance over the lifespan – water – carbohydrates – proteins – fats – vitamins – minerals – cellulose	*Canadian Guide to Healthy Living* (FOD301, FOD302)
	• list the body systems that eliminate waste and name the substances eliminated by each	Digestive, urinary, integumentary, respiratory.
	• describe, locate and state the functions of the organs of the urinary system	Models, diagrams, dissection.
	• describe the processes involved in urine formation (filtration, reabsorption, secretion)	Role of ADH and hormones produced by kidney.
	• describe the process of urination	Given a urinalysis report, evaluate which substances are normal or abnormal constituents of urine.
	• research and analyze the effects of aging on the digestive and elimination systems.	Construct or draw a model that demonstrates how dialysis works.

MODULE CMH308: ANATOMY, PHYSIOLOGY, PATHOLOGY (DIGESTION/ ELIMINATION) (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Observation, Assessment and Application	• describe the causes, signs and symptoms, prevention and treatment of conditions affecting digestive and elimination systems • assess the social, emotional and economic affects of these conditions on the individual, family, peers and the community • plan a therapeutic diet which would be necessary in the treatment of conditions affecting digestive and elimination systems • describe the causes, signs and symptoms, treatment and prevention of digestion and elimination emergencies • inventory and outline services provided by community support resources.	• halitosis • gingivitis • gastroesophageal reflux • ulcers (gastric/ duodenal) • pyloric stenosis • appendicitis • Crohn's disease • celiac disease • hepatitis • cirrhosis • cholelithiasis • pancreatitis • cystic fibrosis • eating disorders • cancer • renal failure • acute glomerulonephritis • cystitis • urethritis • renal calculi • prostate problems
Health Promotion	• describe lifestyle choices that promote and maintain healthy digestive and elimination systems.	Assess nutritional intake over five days. • weekend variations. Personal Action Plan.
Cultural Diversity	• describe how culture can affect dietary habits and digestion/elimination systems.	
Career Exploration	• investigate and assess a career related to digestion/elimination systems – duties, working conditions – education qualifications – employment opportunities – advancement potential – salary range and benefits – personal characteristics.	Gastrio enterology. Urologist.

MODULE CMH309: ANATOMY, PHYSIOLOGY, PATHOLOGY (NERVOUS/ENDOCRINE)

Level: **Advanced**

Theme: **Health Sciences**

Prerequisite: **None**

Through study of the anatomy, physiology and pathology of the nervous/endocrine system, students will gain an appreciation of practicing a healthy lifestyle, and acquire the knowledge and skills to deal with nervous/endocrine conditions as they affect the individual, family and friends. Community support resources are identified.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify and describe the anatomy, physiology, pathology, causes, treatment, prevention, impact and support resources for selected nervous and endocrine conditions**	• a concept test consisting of a minimum of ten questions on each of the following: – structure and function of the nervous system – location and function of the endocrine glands – pathology of nervous and endocrine system. *Assessment Tool* *CMH309–1: Concept Test: Nervous/Endocrine* *Standard* *Performance rating of 50%*	30
	• a presentation/report that describes a selected nervous and endocrine condition as to: – pathology and treatment – causes – prevention – impact on the individual, family and community – suggestions to reduce the impact on the individual and family – community support resources available. *Assessment Tool* *CMH309–2: Presentations/Reports: Nervous/Endocrine Conditions* *Standard* *Performance rating of 3*	30

MODULE CMH309: ANATOMY, PHYSIOLOGY, PATHOLOGY (NERVOUS/ENDOCRINE) (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• describe the causes, signs and symptoms, treatment and prevention, and demonstrate the treatment of neurological and endocrine emergencies	• practical problem solving activities in which the student recognizes and demonstrates first aid procedures for neurological and endocrine emergencies. *Assessment Tool* *CMHSAW: Scenario Assessment Worksheet* *CMH309–3: Nervous/Endocrine Sample Scenarios* *Standard* *Performance rating of 3 for each scenario*	20
• describe a personal action plan that will promote and maintain healthy nervous and endocrine systems	• applied problem-solving in which the student develops a Personal Action Plan to promote and maintain healthy nervous and endocrine systems. *Assessment Tool* *CMHPAPW: Personal Action Plan Worksheet* *Standard* *All sections have been completed appropriately*	10
• identify career opportunities related to the nervous and endocrine systems	• completion of three career profiles for careers related to the nervous and endocrine systems. Include: – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – advancement potential – salary range and benefits – personal characteristics. *Assessment Tool* *Assessment Guide: Career Profile* *Standard* *Three career profiles; all sections completed for each profile*	10
• demonstrate basic competencies	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH309: ANATOMY, PHYSIOLOGY, PATHOLOGY (NERVOUS/ENDOCRINE (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body	• describe the components of the nervous system – central nervous system – peripheral nervous system and divisions	Diagram to label.
	• describe the structure of neurons and identify the various types, distinguishing between myelinated and unmyelinated neurons	Software.
	• state how an impulse is transmitted along a neuron and across a synapse	
	• identify the main neurotransmitters	
	• identify the major structures of the brain and state the function of each	
	• identify the structure and function of the spinal cord and diagram how impulses travel along the reflex arc	Diagram and case study.
	• locate, describe and state the functions of the endocrine glands	Diagrams to label.
	• identify and state the function of the hormones produced by the endocrine glands and compare steroid and protein hormones	
	– demonstrate how feedback systems control the production and release of hormones	Positive feedback/ negative feedback.
	• compare and contrast the effects of the nervous and endocrine system on body functioning.	Software

MODULE CMH309: ANATOMY, PHYSIOLOGY, PATHOLOGY (NERVOUS/ENDOCRINE)
(continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment Application	*The student should:* • examine the pathology, causes, signs and symptoms, prevention and treatment of conditions involving the nervous and endocrine systems	Presentation, case study, report. Software.
	• assess the social, emotional and economic effects of these conditions on the individual, family, peers and the community	Case study.
	• identify factors to reduce the impact of a nervous system disorder or disease on the individual and his or her family • inventory available community support resources	Nervous System: • Alzheimer's disease • cerebral palsy • epilepsy • hydrocephalus • meningitis • multiple sclerosis • neuralgia • Parkinson's Disease Endocrine System • gigantism/acromegaly • Addison's disease • cretinism/myxedema • Cushing's syndrome • diabetes (insipidus and mellitus) • hypo/hyperthyroidism
	• identify neurological and endocrine emergencies and describe/demonstrate appropriate care.	• Spinal cord injuries. • Unconscious patient. • Thyroid storm. Rehabilitation and physiology (speech, recreational, occupational). Guest speakers. Interviews. Panel discussions.
Health Promotion	• describe lifestyle behaviours which would reduce accidents that could result in neurological and/or endocrine damage.	Helmets, seatbelts, vehicle restraints. Occupational safety. Nutrition. Personal Action Plan.
Career Exploration	• identify career opportunities available in the area of neurology or endocrinology.	Job shadow. Guest speakers.

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MODULE CMH310: MENTAL HEALTH

Level: **Advanced**

Theme: **Health Sciences**

Prerequisite: **None**

Students study the parameters of mental well-being and the causes, signs, symptoms and treatment of mental illness. The focus is on preventive measures and the impact on the individual, peers, family and community. Community support resources are identified.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **describe indicators of mental well-being** • **identify common stressors, the body's stress response and provide solutions for coping with stress**	• developing a Personal Action Plan in which the student: – describes the indicators of mental well-being – identifies stressors in his/her personal life – describe the body's stress response – describes a minimum of five effective coping strategies. *Assessment Tool* *CMHPAPW: Personal Action Plan Worksheet* *Standard* *All sections have been completed appropriately*	30
• **identify causes, signs and symptoms, pathology, treatment, prevention, impact of and support resources for psychological disorders**	• presentation of a report in which the student researches a psychological disorder as to: – pathology – signs and symptoms – causes – treatment – prevention – impact on the individual, family and community – community support resources available. *Assessment Tool* *CMH310–1: Research/Presentation Assessment: Mental Health* *Standard* *Performance rating of 3 in each criteria*	60

MODULE CMH310: MENTAL HEALTH (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify career opportunities related to areas that address mental health.**	• completion of three career profiles of career opportunities in the area of mental health including: – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – salary range and benefits – advancement potential – personal characteristics. *Assessment Tool* *Assessment Guide: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10
• **demonstrate basic competencies**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body	• identify connections between physical, social, emotional, spiritual and mental health	Maslow's hierarchy of needs. Erikson's developmental stages. Picture collage.
	• inventory and present the major components of mental well-being: – ways to enhance self-esteem – coping techniques with conflicts.	Role of independence versus dependence. Problem solving.
Management	• identify stressors and the physiological stress response: – relationships, health issues, daily living, job, school	Eustress versus distress. General Adaptation Syndrome (GAS). Lazarus (stress and coping).

Concept	Specific Learner Expectations	Notes
	The student should:	
Management (continued)	• compare and contrast various coping techniques:	For example: passive, assertive, aggressive Common behaviours: anger, jealousy, shyness, depression. Psychological defense mechanisms: denial, fantasy, rationalization, repression, projection.
	– adaptive and maladaptive coping techniques.	Addictive behaviours. Successful techniques: planning, rehearsal, self-talk, relaxation, establishing goals, changing behaviour, biofeedback, meditation, medications. Guest Speakers.
Observation, Assessment, Application	• identify affective, behavioural and cognitive maladaptations	Mental Health Association.
	• describe various psychological disorders, including: causes, signs and symptoms, diagnosis, therapeutic approaches, prevention, community resources available and the impact on the individual, family and the community.	Mental Health Association. • depression • addictive behaviour • bi-polar disorder • schizophrenia • dementias (including Alzheimers) • personality disorders. Diagnostic and Statistical Manual (DSM IV).
	• identify the various types of therapeutic environments available in the community: – acute care/active treatment unit – regional psychiatric centre – rehabilitation centre – community mental health or guidance centre – community group home.	acute detoxification, AA (self-help assoc.), ADAAC centre, acute care hospital unit, closed/open unit, security measures (locked areas, restraints, injury prevention).

Concept	Specific Learner Expectations	Notes
Career Exploration	*The student should:* • identify and assess the career opportunities that are available in the field of mental health including: – desirable personal characteristics – education qualifications – employment/entrepreneurial opportunities – tasks, working conditions – salary range and benefits – advancement potential.	Nursing, psychiatry, counselling, social work, home-care, etc. Job shadow, career exploration.

MODULE CMH311: ADVANCES IN MEDICAL TECHNOLOGY

Level: **Advanced**

Theme: **Health Sciences**

Prerequisite: **None**

This module focuses on the social, emotional and economic impact of health technology. Related ethical issues are also examined.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **compare and contrast past, present and future trends in health services**	• a presentation in which the student compares and contrasts past, present and future trends in health. *Assessment Tool* *CMH311-1: Presentations/Reports: Trends in Health Services* *Standard* *Performance rating of 3 in each category*	20
• **identify the services, diagnostic procedures and health technology available in acute, rehabilitation and extended care centers**	• a presentation in which the student describes the care, services, diagnostic procedures and technology available in acute, rehabilitation and extended care centres. *Assessment Tool* *CMH311-2: Presentations/Reports: Health Services* *Standard* *Performance rating of 3 in each category*	30
• **identify and discuss emerging technologies as to: description, availability, social and emotional impact, economics and ethical issues**	• presentation on two emerging technologies including: – description of the technology – availability of the technology – social and emotional impact – economic consideration – ethical issues. *Assessment Tool* *CMH311-3: Research Process: Emerging Technologies* *Standard* *Performance rating of 3 in each category*	40

MODULE CMH311: ADVANCES IN MEDICAL TECHNOLOGY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify career opportunities related to areas that address health technology**	• completion of three career profiles on career opportunities in health technologies including: – duties, working conditions – education required – employment/entrepreneurial opportunities – salary range and benefits – advancement potential – personal qualifications. *Assessment Tool* *Assessment Guide: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10
• **demonstrate basic competencies.**	• observation of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of the Health System	• compare and contrast past, present and future trends in health care: – community based (VON, Home Care) – expense of hospitalization (user pay, free) – medical personnel (shortage/surplus of medical/nursing individuals, research, degree of professional autonomy, import/export of health care professionals, entrepreneurship, training) – use of para-professional, non-professionals – impact of changes on the individual, family and community.	Lifestyle-related conditions (modifiable risk factors). Client's desire to be home. Growing elderly population. Chronic ailments not requiring acute care. Medicines, treatments, diagnostic tools.

MODULE CMH311: ADVANCES IN MEDICAL TECHNOLOGY (continued)

Concept	Specific Learner Expectations	Notes
Management Implementation	*The student should:* • identify the elements of care available in treatment facilities (acute care, convalescent care, extended care, palliative care) • assess availability and accessibility of services in acute, rehabilitation and extended care centers – physicians, nursing, dietary , housekeeping, maintenance, business, volunteer, social work, rehabilitation, radiology, pathology, pharmacy, etc.	Physiotherapy, Occupational Therapy, ECMO, emergency department, terminal, palliative care, pastoral care, convalescent care, elective, emergency, day surgery, day hospitals.
	• research and assess availability and accessibility of technology and diagnostic procedures in health care: – operative care (general surgery, laser, laparoscopy, plastic, fiber optics) – imaging services • describe the purpose and the care of the patient before, during and after the following procedures: – general surgery – less invasive surgery (lasers, fibre optics) – imaging services • identify options for anaesthetics.	Tours available Alberta Heritage Research Council Community-based Pre-op and post-operative procedures Anesthesia Basic medical asepsis Awareness of complications (pneumonia, infection, hemorrhage, etc.). Intrauterine survey. CAT scan, M.R.I. (magnetic resonance imaging). Ultrasound. Nuclear medicine (assess organ function, liver, kidney, brain, etc.). Radiation therapy (cancer treatment). Dental X-ray (internal surface and roots).
Application	• research technological advancements for the 21st century, including an assessment of the social, emotional, economic and ethical issues raised by emerging technologies such as: – gene therapy – synthetic body parts – euthanasia – reproductive technology – computerized health care – robotics – transplants.	Examine community agencies available to determine their client group, current medical data and recommended treatment plans. Tours, guest speakers, news media, clinics, labs or diagnostic centres. Community agencies.

MODULE CMH311: ADVANCES IN MEDICAL TECHNOLOGY (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration	*The student should:* • research and assess the career opportunities that are available in health technology including: – personal characteristics – training/education required – employment/entrepreneurial opportunities – working conditions – salary range and benefits.	Job shadow, interview, research, facility tours.

MODULE CMH312 FIRST AID/CPR FOR INFANTS AND CHILDREN

Level: **Advanced**

Theme: **Injury Prevention**

Prerequisite: **None**

Module Parameters: **The student must have access to instruction from an individual with a current instructor's certificate in First-Aid and CPR with a Child Care Instructor designation**

Students identify a child-safe environment and recognize life-threatening emergencies or medical conditions and demonstrate appropriate first-aid procedures. Potential community workers, recreation leaders and caregivers are encouraged to take this module. Students qualify for an **Emergency Child Care Certificate** (Canadian Red Cross) or a **Standard First Aid in Child Care Certificate** (St. John Ambulance) when they meet the required competencies specified by the credentialling agency.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify practices to provide a safe environment for infants and children**	• a presentation in which the student describes a minimum of 15 child safe practices. *Assessment Tool* *CMH312–1: Presentations/Reports: Child Safety* *Standard* *Performance rating of 3 in each category*	10
• **identify signs and symptoms and recommend action for childhood emergencies and suspected child abuse and/or neglect**	• a concept test consisting of a minimum of 50 questions including: – suspected child abuse/neglect signs and symptoms, action plan – signs and symptoms of childhood emergencies – treatment of childhood emergencies – community support resources available. *Assessment Tool* *Concept Test credentialling agency* *Standard* *Performance rating as required by credentialling agency or 50% for module credit*	30
• **assess the situation and demonstrate first aid/CPR skills for childhood emergencies**	• a practical problem-solving activity in which the student demonstrates the first aid and CPR procedures and skills to provide holistic care for infant/child emergencies. *Assessment Tool* *Practical examination checklist from credentialling agency* *Standard* *Performance rating as required for certification*	50

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MODULE CMH312FIRST AID/CPR FOR INFANTS CHILDREN (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify career choices that benefit from the competencies developed in this module**	• completion of three career profiles on careers in which first aid and CPR for children and infants would be beneficial. Include: – duties, working conditions – education/training required – employment/entrepreneurial opportunities – advancement potential – salaries and benefits – personal characteristics. *Assessment Tool* *Assessment Guide: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interactions during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Safety and Health Promotion	• outline and describe sound practices to child proof the environment (home and surroundings): – recognizing risks and hazards – preventing common accidents – home safety check – playground – transportation – preventing infection • identify signs of suspected child abuse/neglect and strategies for accessing proper resources.	

MODULE CMH312FIRST AID/CPR FOR INFANTS AND CHILDREN (continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application	*The student should:* • identify the causes, signs and symptoms of the following medical conditions: – respiratory arrest – circulatory problems – levels of consciousness – muscle/skeletal injuries, head and spine injuries – soft tissue injuries – sudden medical conditions – cardiac arrest (infant and child CPR) • demonstrate appropriate first aid procedures for life-threatening childhood emergencies and medical conditions • identify the potential social, emotional, physical effects of these conditions on the child • describe the impact of childhood emergencies and/or medical conditions on the family and caregivers and how this influences treatment • identify and demonstrate skills of open communication between fellow workers, families and children • identify and inventory community resources available as support services.	• allergic reactions • skin conditions • asthma • croup • epiglottitis • earache • diarrhea and vomiting • poisoning • pin worms • diabetes • epilepsy/seizures • febrile convulsions (seizures) • electric shock • burns.
Career Exploration	• identify and describe careers that require the knowledge and skills regarding first-aid for children; including: – desirable personal values and interests – training or education requirements – working conditions – employment/entrepreneurial opportunities – salaries and benefits.	Videos, reports, interviews, guest speakers, job shadow. E.g., daycare worker, law enforcement officers, firefighters/emergency response personnel, lifeguard, teachers.

MODULE CMH313: SPORTS FIRST AID II

Level: **Advanced**

Theme: **Injury Prevention and Health Promotion**

Prerequisite: **Sports First Aid I (CMH214)**

Students focus on the application of skills, knowledge and techniques available to enhance athletic performance and to recognize common athletic injuries and rehabilitation. A project module from Career Transitions will enhance student learning in this area.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **demonstrate the management of resources and activities of an athletic first aider**	• practical activities which develop skills and enhance safety and well-being including: – assisting in the maintenance and repair of equipment – maintaining first aid supplies – assisting in the maintenance of the training facility – assisting in the promotion of the athlete's safe behaviour – assisting in warm-up and cool-down stretching activities. *Assessment Tool* *CMH313–1: Sports First Aid Management Tasks* *Standard* *Performance rating of 3*	30
• **describe activities that enhance athletic performance**	• presentation to the athletes of a minimum of two topics that enhance athletic performance. *Assessment Tool* *CMH313–2: Presentations/Reports: Enhancing Athletic Performance* *Standard* *Performance rating of 3 in each category*	20

MODULE CMH313: SPORTS FIRST AID II (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
The student will:	*Assessment of student achievement will be based on:*	
• **identify situations which precipitate common athletic injuries and recommend preventive solutions, therapeutic solutions and rehabilitation**	• presentation in which the student describes, for a minimum of 2 specific sports: – a minimum of 2 common injuries (assessment and referral) – recommended preventive solutions – recommended therapeutic solutions – recommended rehabilitative measures – how athletic injuries can affect an individual throughout the lifespan. *Assessment Tool* *CMH313–3: Research: Sports Injuries* *Standard* *A performance rating of 3* • practical activities in which the student demonstrates appropriate first aid and taping skills for common . injuries of the specified sports. *Assessment Tool* *CMHSFASA–2: Sports First Aid Skills Assessment* *Standard* *A performance rating of 3*	40
• **identify career opportunities in the field of sports medicine**	• completion of three career profiles on careers associated with athletic first aid including: – personal characteristics – education qualifications – duties, working conditions – employment/entrepreneurial opportunities – advancement potential – salary range and benefits. *Assessment Tool* *Career Profile Assessment* *Standard* *Three career profiles; all sections completed for each profile*	10
• **demonstrate basic competencies.**	• observation of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH313: SPORTS FIRST AID II (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Health/Safety Promotion	• identify skills that enhance the safety and well-being of the athlete – maintain and repair sports equipment – maintain first aid supplies – maintain a clean, organized training facility – safe behaviour of athletes, e.g.,	improper use of equipment, horseplay, etc.
	• describe the rationale for maintaining health records and injury report forms	
	• identify the benefits of activities that may prevent injuries to athletes – warm-up – cool-down – proper stretching techniques	
	• list indicators to determine when injured athletes are ready to return to full activity	
	• describe factors that assist the athlete to reach peak performance – training for peak performance – fueling the athlete's body (nutrition) – conducting basic fitness testing – perform basic stress tests (lung capacity, recovery capacity) – sports psychology	Foods module FOD202. Community resources – fitness centres.
	• describe how athletic injuries can affect the athlete throughout the lifespan.	Retired athlete, local guest speaker.

MODULE CMH313: SPORTS FIRST AID II (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Observation, Assessment, Application	• identify the causes and effects of common injuries in school or community sports – discuss preventive measures • identify factors to consider in injury assessment and distinguish how those factors can help differentiate between minor injuries and when referral is necessary • demonstrate appropriate first aid and taping skills for specific injuries • describe advanced therapeutic and rehabilitative modalities carried out by trained professionals.	Visit to physiotherapy/ sports medicine clinics.
Career Exploration	• research and assess career opportunities for students interested in a career in sports medicine including: – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – advancement potential – salary range and benefits – personal characteristics.	

COMMUNITY HEALTH

SECTION G: ASSESSMENT TOOLS

(DRAFT)

TABLE OF CONTENTS

The following pages include background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible, and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary institutions that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools are in draft form and are being validated between now and 1997 during the optional stage of CTS implementation.

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What a student **can *do***?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork).
- What a student ***knows***?
  - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (or formative assessment) will continue to assess how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (Module Learner Expectations), the teacher will designate the module as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to "Directions for Reporting Student Achievement in CTS" for information on how to use the CTS course codes to report credits students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for ALL MLEs within a module to be successful. *(MLEs will not change until 1997 when minor adjustments may be made to update and clarify wording.)*
- **suggested emphasis** (right column of the module) provides a guideline for the relative significance of each MLE and can be used to

organize for instruction. (*In draft until early 1997, revisions to selected modules will be distributed in June 1995 and 1996 with final revisions in June 1997.)*

- **conditions and criteria** (middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate. (*In draft until early 1997, revisions to selected modules will be distributed in June 1995 and 1996 with final revisions in June 1997.)*

  Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

  Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

  Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) illustrative examples of student work (to be developed and distributed in June 1997).

  Assessment Tools included in this section of the Guide tend to be of two types:

  - tools generic to a strand or to the entire CTS program; e.g., a standard 5-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. (*Names of these tools include the strand code (e.g., "INF" for Information Processing) and a code for the type of tool (e.g., "TDENT" for Text-Data Entry).)*
  - tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. *(Names of these tools include the module code; e.g., "INF101-1" indicating that it is the first module-specific tool used in Information Processing Module 101.)*

- Illustrative Examples: Selected examples of student work in print, audio, video and/or CD-ROM formats are scheduled to be available by June 1997. These exemples will supplement the assessment tools and help teachers decide if a student's work is at standard, above standard, or not yet at standard.

Development and Validation Processes

The "Conditions and Criteria" and "Suggested Emphasis" columns are being validated 1994–97, with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal is to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

ASSESSING STUDENT ACHIEVEMENT IN COMMUNITY HEALTH

The Community Health curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Community Health, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the Module Learner Expectations (MLEs) and Specific Learner Expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specified modules. They also provide standards for basic competencies students should be able to demonstrate while engaging in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Tools Generic to CTS

The generic rating scale has been used to develop several of the tools in CTS. A generic framework for assessing the processes CTS students apply in completing a task or project is included in this section. It is based on the notion that student will follow a process as they work through their projects and that this process has a number of sequential steps. The framework shows the increasing expectations from the introductory, to the intermediate, to the advanced level.

Some assessment tools; e.g., Presentation/ Report (PRE100, PRE200 and PRE300) are generic to CTS and have been included in Section G. In assessing MLEs at the introductory level, PRE100 would be used. Since the content portion of this tool must relate specifically to an MLE in a module, the tool has been adapted, labelled and included under Assessment Tools Specific to the Community Health strand, CMH, and to the module; e.g., CMH101 (module number) and the tool number (within the module); e.g., CMH101–1. The tool PRE200 would be used at the intermediate level and PRE300 would be used at the advanced level.

The Basic Competencies Reference Guide can be used directly as a checklist or as a guide to assess these competencies through other teacher-developed tools.

Tools Generic to Community Health

Certain concepts, such as scenario assessments, community resources, personal action plans, career explorations are an integral part of the Community Health strand. Generic assessment tools are included to assess these concepts as consistently as possible with the expected standard increasing as the student progresses from introductory to advanced level modules. These tools are identified throughout the document by using the CMH (Community Health) with letters; e.g., SAW, CRA, PAPW, CAREERS.

A few of the generic tools include the skills developed in 1, 2 or 3 recommended sequences of modules. For example, the tool to assess skills developed in Home Care I, II or III are identified on the tool CMHHCSA and skills in Sports First Aid I and II are on the tool CMHSFACA.

Tools Specific to Community Health

The tools that have been developed to assess specific MLEs in a module are labelled with the module number and the tool number (e.g., CMH101-1). They are referred to under the conditions and criteria section.

In some instances where the tool suggested has been a test, a sample test or sample questions have been included. It is recommended that the instructor prepare appropriate test banks. Numerous assessment tools have been developed for module specific presentation/reports, research and analysis.

Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

Emphasis for Assessment

The "Suggested Emphasis" column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the task, skill, process and/or theory.

BASIC COMPETENCIES REFERENCE GUIDE

(This checklist is still being validated)

The following chart outlines basic competencies which students will endeavor to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Development Framework*. **As students progress through the Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages**. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using for a reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- including in student's portfolio

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ →	☐ →	☐ →
☐ follows basic instructions as directed	☐ follows instructions with limited direction	☐ follows detailed instructions on an independent basis	☐ →
	☐ sets goals and establishes steps to achieve them with direction	☐ sets clear goals and establish steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to life-long learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies with limited direction	☐ selects and uses effective ☐ learning strategies	☐ →
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritize task; use time/schedules/planners effectively	☐ creates and adheres to detailed timelines; use time/schedules/planners effectively, prioritizing tasks on a consistent basis
☐ uses information (material and human resources) as directed	☐ accesses and uses a range of relevant information (material and human resources) with limited direction	☐ accesses a range of information (material and human resources) and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies) as directed to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies) as appropriate to perform a task or provide a service with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores, and/or disposes of equipment and materials as directed	☐ maintains, stores and/or disposes of equipment and materials with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches	☐ identifies the problem and selects an appropriate problem-solving approach responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggest new ideas to get the job done creatively by: – combining ideas or information new ways – making connections between seemingly unrelated ideas – actively seeking out opportunities

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Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings, and ideas to justify or challenges a position using written, oral and visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned argument	☐ negotiates effectively by working towards an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works towards a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ ——→——→	☐ seeks a team approach as appropriate based on group needs and benefits e.g. idea potential, variety of strengths, sharing of work load	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussion		☐ prepares, validates and implements plans that reveal new possibilities
	☐ respects the feelings and views of others		
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ ——→——→	☐ ——→——→	☐ ——→——→
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ ——→——→	☐ ——→——→
☐ follows appropriate/emergency response procedures	☐ ——→——→	☐ ——→——→	☐ ——→——→
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether certain behaviour/ action is right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyses the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

Developmental Framework★			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variable* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

GENERIC RATING SCALE

SCALE	**RUBRIC STATEMENT (included in assessment tool/statements in *italics* are optional)** *The student:*	**IS TASK/ PROJECT COMPLETED?**	**PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT**	**USE OF TOOLS, MATERIALS, PROCESSES**	***STANDARDS OF QUALITY/ PRODUCTIVITY***	***TEAMWORK LEADERSHIP***	***SERVICE CLIENT/ CUSTOMER***
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.*	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively.*	*Provides a limited range of customer/client services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.*	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively to achieve team goals.*	*Identifies and provides customer/client services.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	*Quality and productivity are consistent.*	*Works cooperatively and contributes ideas and suggestions that enhance team effort.*	*Analyzes and provides effective client/customer services.*
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	*Quality, particularly details and finishes and productivity are consistent and exceed standards.*	*Leads others to contribute team goals.*	*Analyzes and provides effective client/customer services beyond expectations.*

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ASSESSMENT FRAMEWORK: ISSUE ANALYSIS CTSISS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• states an opposing position on the issue and logical reasons for adopting that position	• states two or more opposing positions on the issue and logical reasons for adopting each position	• states three or more opposing positions on the issue and thoughtful reasons for adopting each position
• identifies sources of conflict among different positions	• describes interrelationships among different perspectives/points of view	• analyzes interrelationships among different perspectives/points of view
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• shares work appropriately among group members	• shares work appropriately among group members	• shares work appropriately among group members
• respects the views of others	• respects and considers the views of others	• respects and considers the views of others
	• negotiates solutions to problems	• negotiates with sensitivity solutions to problems
Evaluating Choices/Making Decisions	**Evaluating Choices/Making Decisions**	**Evaluating Choices/Making Decisions**
• identifies useful alternatives regarding the issue	• identifies important and appropriate alternatives regarding the issue	• describes in detail important and appropriate alternatives regarding the issue
• establishes criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*
• selects an appropriate alternative based on established criteria	• selects an appropriate alternative by showing differences among choices	• selects an appropriate and useful alternative by showing differences among choices
• reflects on strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences and implications
• communicates information in a logical sequence to justify choices/decisions made	• communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	• communicates thoughts/feelings/ideas clearly to justify choices/decisions made

ASSESSMENT FRAMEWORK: LAB INVESTIGATIONS CTSLAB

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Management • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help
Teamwork • cooperates with group members • shares work appropriately among group members	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills
Use of Equipment and Materials • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas	**Use of Equipment and Materials** • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs	**Use of Equipment and Materials** • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response
Investigative Techniques • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes	**Investigative Techniques** • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes	**Investigative Techniques** • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

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ASSESSMENT FRAMEWORK: NEGOTIATION AND DEBATE CTSNEG

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences and implications
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• works with a range of peer members	• works with a range of peer members	• works with a wide range of peer members
• shares information/opinions/suggestions through group discussion	• shares information/opinions/suggestions, maintaining a balance between speaking and listening	• shares information/opinions/suggestions, maintaining a balance between speaking and listening
• listens to and respects the views of others	• listens to and respects the views of others, requesting clarification as necessary from other group members	• listens to and respects the views of others, requesting clarification as necessary from other group members
Negotiating and Debating	**Negotiating and Debating**	**Negotiating and Debating**
• presents a convincing argument in logical sequence supporting a position adopted on the issue	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
• provides a relevant response to opposing arguments	• provides a relevant and convincing response to opposing arguments	• provides a relevant and convincing rebuttal to opposing arguments
• speaks clearly so the argument can be understood	• speaks clearly without hesitation so the argument can be understood	• speaks clearly without hesitation so the argument can be understood by all listeners
• establishes a shared understanding of key alternatives and consequences relevant to the issue	• negotiates a shared agreement on preferred alternatives relevant to the issue	• negotiates a shared agreement on preferred alternatives by resolving divergent points of view

ASSESSMENT FRAMEWORK: PRESENTATIONS/REPORTS CTSPRE

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• sets goals and follows instructions accurately	• sets goals and describes steps to achieve them	• sets goals and describes steps to achieve them
• responds to directed questions and follows necessary steps to find answers	• uses personal initiative to formulate questions and find answers	• uses personal initiative to formulate questions and find answers
• accesses basic in-school/community information sources	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• interprets and organizes information into a logical sequence	• interprets, organizes and combines information into a logical sequence	• interprets, organizes and combines information in creative and thoughtful ways
• records information accurately, using correct technical terms	• records information accurately with appropriate supporting detail and using correct technical terms	• records information accurately, using appropriate technical terms and supporting detail
• uses time effectively	• plans and uses time effectively	• plans and uses time effectively, prioritizing tasks on a consistent basis
	• gathers and responds to feedback regarding approach to task and project status	• assesses and refines approach to task and project status based on feedback and reflection
Presentation	**Presentation**	**Presentation**
• demonstrates effective use of at least one medium of communication: *e.g.,* *Written*: *spelling, punctuation, grammar, basic format* *Oral*: *voice projection, body language* *Audio-Visual*: *techniques, tools*	• demonstrates effective use of at least two communication media: *e.g.,* *Written*: *spelling, punctuation, grammar, format (formal/informal)* *Oral*: *voice projection, body language, appearance* *Audio-Visual*: *techniques, tools, clarity*	• demonstrates effective use of a variety of communication media: *e.g.,* *Written*: *spelling, punctuation; grammar, format (formal/informal, technical/literary)* *Oral*: *voice projection, body language, appearance, enthusiasm, evidence of prior practice* *Audio-Visual*: *techniques, tools, clarity, speed and pacing*
• uses correct grammatical convention and technical terms through proofreading/editing	• maintains acceptable grammatical and technical standards through proofreading and editing	• maintains acceptable grammatical and technical standards through proofreading and editing
• provides an introduction that describes the purpose of the project	• provides an introduction that describes the purpose and scope of the project	• provides an introduction that describes the purpose and scope of the project
• communicates information in a logical sequence	• communicates ideas into a logical sequence with sufficient supporting detail	• communicates thoughts/feelings/ideas clearly to justify or challenge a position
• states a conclusion based on a summary of facts	• states a conclusion by synthesizing the information gathered	• states a conclusion by analyzing and synthesizing the information gathered
• provides a reference list of three or more basic information sources	• provides a reference list that includes five or more relevant information sources	• gives evidence of adequate research through a reference list including seven or more relevant information sources

ASSESSMENT FRAMEWORK: RESEARCH PROCESS CTSRES

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively	**Preparation and Planning** • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively	**Preparation and Planning** • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis
Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working	**Information Gathering and Processing** • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task	**Information Gathering and Processing** • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection
Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills
Information Sharing • demonstrates effective use of one or more communication media; *e.g., written, oral, audio-visual* • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	**Information Sharing** • demonstrates effective use of two or more communication media; *e.g., written, oral, audio-visual* • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	**Information Sharing** • demonstrates effective use of a variety of communication media; *e.g., written, oral, audio-visual* • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

SCENARIO ASSESSMENT WORKSHEET	**CMHSAW**

STANDARD	Students working at standard must analyze the scenarios as described in the module. The rating scale on the bottom defines the level of competencies and should be applied when assessing student performance. Standard performance rating is stated in the module.

SCENARIO	ISSUES	SOLUTIONS/PLAN OF ACTION		CONCLUSION/FOLLOW UP	
		PRIORITY	FURTHER STEPS	RATIONALE	OUTCOMES
1.					
2.					
3.					
4.					
5.					

Rating Scale
The student:

4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	not applicable.

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PERSONAL ACTION PLAN WORKSHEET	**CMHPAPW**

STANDARD	Students working at standard will complete all sections appropriately.

FOCUS AREAS	**GOALS**		**ACTION PLAN**	**RESOURCES**	**REWARDS**
	SHORT-TERM	**LONG-TERM**			

COMMENTS: How will your decision impact:	
1	Self (costs, time)?
2	Family?
3	Community?
4	Career (lifestyles)?

PORTFOLIO ASSESSMENT **CMHPORT**

STANDARD:	Students working at STANDARD must complete the portfolio as outlined. The rating scale at the bottom defines the level of competencies and should be applied when assessing student competencies. Standard performance rating is 2.

Competency, Credential, Achievement

- ☐ Title/Cover Page
  - impact
  - clarity
  - readability
- ☐ Résumé
  - format/presentation
  - skills/activities summary (present competencies)
  - references (including names, addresses, phone and fax numbers)
  - co-curricular activities/hobbies
- ☐ Placement Investigation
  - effort
  - interpersonal interactions
  - resources management
  - health & safety
- ☐ Employability plan (explain how volunteer positions help career goals)
  - career path indicated
  - career goals indicated
    - short term
    - long term
- ☐ Letters of Introduction
  - to prospective volunteer agencies
    - format/presentation
    - readability
    - impact

Competency, Credential, Achievement

- ☐ Volunteer activities description
- ☐ Personal Action Plan for Improving Competencies
- ☐ Career Specific Competencies
  - Position:____________________
  - Duties and Expectations:
    - ____________________
    - ____________________
    - ____________________
- ☐ Client Assessment
- ☐ Student Self Assessment

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMUNITY RESOURCE ASSESSMENT	CMHCRA

STANDARD	Students working **at standard** must complete all sections of the chart. The rating scale on the bottom defines the levels of competencies and should be applied when assessing student performance. Standard required is stated in the module.

	Describe How They Meet:				
Resource	**Physical Need**	**Social Needs**	**Mental Needs**	**Advantages**	**Disadvantages**

OBSERVED CAREER	
Title: Duties	
Education Qualification	
Employment Opportunities	
Salary and Benefits	
Pros	
Cons	

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Standard: three career profiles, all sections completed for each profile

Area of Career Exploration: ______________________ **For Module:** ______________________

JOB TITLE	JOB TITLE	JOB TITLE
Description (duties, working conditions)	Description (duties, working conditions)	Description (duties, working conditions)
Education qualifications	Education qualifications	Education qualifications
Employment opportunities	Employment opportunities	Employment opportunities
Advancement potential	Advancement potential	Advancement potential
Salary range and benefits	Salary range and benefits	Salary range and benefits
Would you enjoy this type of work? Why? Why not?	Would you enjoy this type of work? Why? Why not?	Would you enjoy this type of work? Why? Why not?
Reference used (book, interview, etc.)	Reference used (book, interview, etc.)	Reference used (book, interview, etc.)

HOME CARE SKILLS ASSESSMENT

CMHHCSA

STANDARD	Students working **at standard** must demonstrate the technique/skill requirements outlined in the checklists below. The rating scale on the right-hand side defines the levels of competencies and should be applied when assessing student performance. The standard performance rating is 3 on all techniques/skills.

TECHNIQUE REQUIREMENTS

The student:

describes or demonstrates personal care skills necessary

RATING	Home Care I
____	☐ three environmental adaptations
____	☐ three equipment adaptations
____	☐ three aseptic techniques
____	☐ takes and records vital signs
____	☐ applications of hot and cold treatments (dry and moist)
____	☐ application of simple sterile dressings
____	☐ proper body mechanics
____	☐ a technique to promote healthy skin

RATING	Home Care II
____	☐ prepare clear and concise verbal and written reports
____	☐ bed bath, tub or shower
____	☐ mouth care (dentures, others)
____	☐ skin care (shaving, massage, foot, nail and hair care)
____	☐ bowel/bladder elimination (bedpan, urinal, commode)
____	☐ feeding
____	☐ dressing a client
____	☐ positioning to prevent skin breakdown
____	☐ range of motion exercises
____	☐ transferring a patient
____	☐ bed making (closed, open, occupied), accessory bed devices
____	☐ cast care
____	☐ aids or prostheses

Home Care III

RATING	
____	☐ bedridden or non-ambulatory individuals
____	☐ prevention of pressure areas
____	☐ maintenance of adequate lung function
____	☐ maintenance of adequate circulation
____	☐ individuals with prostheses
____	☐ use of hearing and visual aids
____	☐ limbs, braces, splints
____	☐ assistance with ambulation (crutches, walkers, wheelchairs, etc.)
____	☐ individuals with specific respiratory needs
____	☐ use of supplemental oxygen
____	☐ use of steam inhalation, cold vaporizers

RATING	
____	☐ individuals with incontinence and elimination needs
____	☐ recording intake and output
____	☐ catheter care (urinary drainage devices)
____	☐ ostomy care
____	☐ suppositories, enemas
____	☐ Individuals requiring diagnostic tests
____	☐ collecting urine, stool and sputum samples
____	☐ home glucometer testing
____	☐ understand results of urine and blood tests
____	☐ home preparation for x-rays, blood tests
____	☐ supervision of medications
____	☐ five rights
____	☐ routes
____	☐ types
____	☐ observing and reporting side effects and degree of tolerance.

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/skills.
3	consistently demonstrates all designated techniques/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated techniques/skill.

SPORTS FIRST AID SKILLS ASSESSMENT

CMHSFASA

STANDARD	Students working **at standard** must demonstrate the technique/skill requirements outlined in the checklists below. The rating scale on the right-hand side defines the levels of competencies and should be applied when assessing student performance. The standard performance rating is 3 on all techniques/skills.

TECHNIQUE REQUIREMENTS

The student:

describes or demonstrates

RATING | **Sports First Aid I**

- ____ ☐ assessment of an injured athlete
  - primary scan (ABCC)
  - secondary scan
- ____ ☐ assessment and treatment of the following athletic first aid emergencies:
  - obstructed airway
  - respiratory arrest
  - cardiac arrest
  - shock
  - severe bleeding
  - neck or back injury
  - wounds (blisters, abrasions, lacerations)
  - side stitch
  - testicular trauma
  - black eye
  - object in eye
  - nose bleed
  - teeth injuries
  - heat cramps, heat exhaustion, heat stroke
  - hypothermia
  - frost bite
- ____ ☐ the purpose/limitations of taping
- ____ ☐ taping for ankle support
- ____ ☐ taping for wrist support
- ____ ☐ application of heat
- ☐ application of ice

RATING | **Sports First Aid II**

- ____ ☐ criteria that would indicate that medical referral is necessary
- ____ ☐ first aid for:
  - sprain/strain
  - possible fracture
  - open wounds
  - dislocation
  - breathing emergencies
  - head injuries
- ____ ☐ recognition and treatment of inflammation
- ____ ☐ joint movement exercises
- ____ ☐ strengthening exercises
- ☐ taping for:
  - ☐ thumb
  - ☐ knee
  - ☐ shoulder
  - ☐ finger
  - ☐ specified sport injury
  - ☐ specified sport injury

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/ skills.
3	consistently demonstrates all designated techniques/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated techniques/skill.

PRESENTATIONS/REPORTS: FAMILIES—PAST, PRESENT AND FUTURE CMH101-1

TASK	OBSERVATION/RATING
Planning and Preparation	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH CATEGORY

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and follows instructions accurately
☐ responds to directed questions and follows necessary steps to find answers
☐ accesses basic in-school/community information sources
☐ interprets and organizes information into a logical sequence
☐ records information accurately using correct technical terms
☐ uses time effectively.

Content

☐ compares families in an historical time period to his or her family today, as to:
  - family structure
  - roles and responsibilities of family members
  - family traditions
  - decision making and authority patterns
  - family functions

☐ predicts the effect of current trends on the family of the future

Presenting/Reporting

☐ demonstrates effective use of one or more communication media
  e.g., Written: spelling, punctuation, grammar basic format
  Oral: voice projection, body language
  Audio-Visual: techniques, tools
☐ uses correct grammatical convention and technical terms through proof-reading/editing
☐ provides an introduction that describes the purpose of the project
☐ communicates information in a logical sequence
☐ states a conclusion based on a summary of facts
☐ provide a reference list of 3 or more basic information sources.

COMMENTS

CONFLICT RESOLUTION: ASSESSMENT GUIDE CMH101–2

TASK						
Awareness	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Negotiating and Debate	4	3	2	1	0	N/A
Recommended Action/Follow-up	4	3	2	1	0	N/A

Comments:

TASK CHECKLIST

The student:

Awareness
- ☐ accurately describes an issue that can cause family conflict
- ☐ poses an important question regarding the issue

Analyzing Perspectives:
Setting Limits/Argument
- ☐ states a position on the issue and logical reasons for adopting that position
- ☐ explains why the issue is important by presenting examples of possible consequences
- ☐ clarifies different points of view regarding the issue: *e.g., social, economic, environmental*

Negotiating and Debate/Communication Skills
- ☐ presents a convincing argument in logical sequence supporting a position adopted on the issue
- ☐ provides a relevant response to opposing arguments
- ☐ speaks clearly so the argument can be understood
- ☐ establishes a shared understanding of key alternatives and consequences relevant to the issue
- ☐ demonstrates effective communication skills
  - – listens and responds to understand and learn

Recommended Action/Follow-up
- ☐ recommends a plan of action to solve the conflict
- ☐ identifies community/in-school resources if required

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	Not applicable.

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CONFLICT RESOLUTION: SAMPLE SCENARIOS CMH101-3

Note: Use Tool CMH101-2 to assess student competency.

Scenario	Awareness	Setting Limits	Argument	Negotiation	Follow-up
1. Teen wants to stay home and work and not go with family on holidays.	*Day before departure student announces he/she has a job and can't go on holiday.*	*Parents and teen agree to discuss issue, not unrelated issues.*	*Both parties state their point of view (reasons for their position).*	*Parents agree to let teen stay home if he/she will live with his/her aunt.*	*Contact with teen by parents while on holiday.*
2. Parents disagree with Grade 8 girl going to high school dance with a Grade 11 boy.	*Daughter announces her date the day previous to the event.*	*Only the matter of the date for the dance will be discussed.*	*Both parties listen to each others arguments.*	*Parents agree to let her go to the dance if she 'double dates' with her older brother.*	*Parents have follow-up discussion with daughter after the dance.*
3. Teen complaining he doesn't fit in at school because he doesn't wear 'designer label' clothing. Parents cannot afford the expense.	*Problem has been building for couple of years.*	*Agree to keep discussion to topic of clothes.*	*Both sides present their arguments for buying and not buying expensive clothing.*	*Parents will only spend a set amount for clothing. If teen wants something different, he/she must pay the difference.*	*Teen finds a part-time job to help pay clothing expenses.*

PRESENTATIONS/REPORTS: HEALTH SUMMARY

CMH101–4

TASK	OBSERVATION/RATING
Planning and Preparation	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and follows instructions accurately
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ accesses basic in-school/community information sources
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately using correct technical terms
- ☐ uses time effectively.

Content

- ☐ reports on a health history which includes as many of the following as possible
  - immunization records
  - medical conditions
  - childhood diseases
  - hospitalization
  - surgery (elective/required)
  - inherited diseases
  - predisposition to health problems
- ☐ ____
  ____

Presenting/Reporting

- ☐ demonstrates effective use of one or more communication media
  e.g., Written: spelling, punctuation, grammar basic format
  Oral: voice projection, body language
  Audio-Visual: techniques, tools
- ☐ uses correct grammatical convention and technical terms through proof-reading/editing
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence
- ☐ states a conclusion based on a summary of facts
- ☐ provides a reference list of 3 or more basic information sources.

TEACHER/STUDENT REFLECTION

CAREER CHOICES ASSESSMENT GUIDE CMH101-5

Using the CTS definition of *Careers*, describe three personal life choices you have made and how these influence yourself and others.

Choice	Influence	Today	Future
1.	Self		
	Family		
	Friends		
	School/ Community		
2.	Self		
	Family		
	Friends		
	School/ Community		
3.	Self		
	Family		
	Friends		
	School/ Community		

Summary Comments (include who or what has made an impact on your choices)

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS

Sample for CMH101-5

CHOICE	INFLUENCE	TODAY	FUTURE
20 hours per week part-time job	**SELF**	*Extra income*	*Buy car, save tuition for college*
	FAMILY	*Less time at home on weekends and evenings*	*Possibly relieves financial hardship as student helped with expenses throughout school*
	FRIENDS	*Go to movies, buy gifts for friends*	*Available resources to take advantage of social opportunities, e.g., travel.*
	SCHOOL/COMMUNITY	*Less time to spend on studies and extra-curricular activities*	*Employability skills developed – a productive citizen*

CHILD CARE WORKSHEET CHM104–1

Suggested Responses in italics following question.

1. As a babysitter, you are running a small business. List at least four steps to make is successful.
    - *reference checks*
    - *gathering information*
    - *transportation*
    - *wage.*

2. List six rights and responsibilities of a babysitter.
    - *keep the children safe and secure*
    - *pay attention to the children and be patient*
    - *feed and comfort them*
    - *be courteous and responsible, prompt*
    - *know/follow emergency procedures*
    - *how much you will be paid.*

3. List six rights and responsibilities of the employers.
    - *give tour of house*
    - *introduce you to child and the pets*
    - *fill out an information sheet with numbers where they can be reached and emergency numbers*
    - *give information about children's routines, special needs*
    - *arrange travel to and from work*
    - *right to reliable babysitter*
    - *right to privacy.*

4. Name at least three things you can do to ensure personal safety
    - *phone parents as you leave for home*
    - *do not accept a ride home if you suspect the employer has been drinking*
    - *don't reveal that your employer is out of the house for phone calls*
    - *do not open the door to strangers.*

5. List two rights of the babysitter's parents
    - *know where you are, who you are babysitting for, what time you'll be home, how you will be getting home.*

6. It is the babysitter's responsibility to keep the children safe and secure.
    a) List four ways to prevent falls
        - *carry child securely*
        - *use safety straps on high chairs and strollers*
        - *pick up toys on floor*
        - *supervise children on play structures*

    b) List three ways to prevent street accidents
        - *supervise outdoors*
        - *hold hand to cross street*
        - *be wary of animals*

    c) Other safety questions should deal with such examples as: poisoning, drowning, burning, choking, smothering.

7. Describe a personal care experience.

8. Assess your personal competencies in providing child care.

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CHILD CARE SKILLS CHECKLIST — CMH104-2

STANDARD	Students working **at standard** must demonstrate each skill outlined in the checklists below. The columns to the left of the checklists indicate the minimum rating for *at standard* performance. The rating scale on the right-hand side defines the levels of competencies and should be applied when assessing student performance.

Minimum Standard	SKILLS REQUIREMENTS
	The student
3	***Infant Care Skills*** *demonstrates how to:* ___ ☐ pick up a baby ___ ☐ hold and carry a baby ___ ☐ feed a baby ___ ☐ change a diaper ___ ☐ put a baby to bed.
1	***Nutrition*** ___ ☐ prepare and present food suitable for a child in a specified age group
3	***First Aid Skills*** *demonstrates/describes first aid skills for:* ___ ☐ infant and child not breathing ___ ☐ choking infant and child ___ ☐ wounds and bleeding ___ ☐ bruises ___ ☐ bump on head ___ ☐ neck or back injuries ___ ☐ burns ___ ☐ poisoning ___ ☐ animal or human bites ___ ☐ eye injuries ___ ☐ fever convulsions.

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/skills.
3	consistently demonstrates all designated technique/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated technique/skill.

COMMENTS

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BABYSITTING: SAMPLE SCENARIOS CMH104-3

Note: Use Tool CMH-SAW to assess student competency

SCENARIO
Behavioural Problems:
Ron (4 years old) and John (2 years old) start to fight. They are running around ,slapping, hitting and kicking each other.
Two hours after you put baby Megan to bed, she wakes crying.
Tyler insists on going outside to play but his parents have asked you to keep him inside. He falls on the floor screaming and kicking. He holds his breath and turns blue.
Emergency Situations:
You are babysitting, the children are asleep and you suddenly smell smoke and hear the crackling of flames.
Cam, the two year old child you are babysitting, locks himself in the bathroom.

SAMPLE BABYSITTING TEST QUESTIONS CHM104-4

1. Which of the following must parents tell you before they leave the house?
   a) the emergency phone numbers
   b) dangerous areas of the house
   [✓ c)] both a and b

2. When babysitting, you have the right to:
   a) have friends over
   b) do your homework
   [✓ c)] refuse a ride home with a parent who is drunk

3. A 9-year-old is telling you that he doesn't like you and doesn't need a babysitter anyway. You should:
   a) send him to his room to think over why he's being disrespectful
   b) tell him that you're going to have to report his attitude to his parents, unless he changes
   [✓ c)] tell him you'd like to plan an activity that he'd enjoy doing; ask him to help you plan it.

4. If the telephone rings while you are bathing a three-year-old, you should:
   [✓ a)] ignore the ringing and stay with child
   b) ask the child to play quietly while you answer the phone
   c) run to the phone, keep your conversation to less than 30 seconds, run back to the child.

5. How should you treat a child who is shy when she first meets you?
   a) ignore her until she comes to you
   [✓ b)] speak in a friendly way; be patient until she comes to you.
   c) give her several hugs.

6. The first thing to do if a child cuts himself badly with scissors is:
   a) call the parents
   [✓ b)] put direct pressure on the wound with a clean cloth
   c) wash off the blood until the bleeding stops.

7. In the ABCs of first aid, "B" means:
   a) burns
   [✓ b)] breathing
   c) bandaging

8. A child's clothes are on fire. You should:
   [✓ a)] smother the flames with a coat or blanket
   b) run with child to a water tap
   c) run to get a fire extinguisher.

9. If you think a stranger is trying to enter the house from the backyard, you should:
   a) go out the front door to a neighbour's
   [✓ b)] telephone the police
   c) shout at the stranger to go away.

10. You suspect that a child is being abused by his parents, but you aren't sure. What should you do?
    a) wait until you're absolutely sure before making accusations
    [✓ b)] discuss whether to notify a child care worker with an adult you trust
    c) confront the child's parents.

PRESENTATIONS/REPORTS: CHILD DEVELOPMENT **CMH105–1**

TASK	OBSERVATION/RATING
Planning and Preparation	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and follows instructions accurately
☐ responds to directed questions and follows necessary steps to find answers
☐ accesses basic in-school/community information sources
☐ interprets and organizes information into a logical sequence
☐ records information accurately using correct technical terms
☐ uses time effectively.

Content

☐ identifies the development of infants, toddlers and pre-schoolers as to:
  – physical development
  – mental development
  – social development
☐ describes the needs of children in relation to their developmental behaviours

Presenting/Reporting

☐ demonstrates effective use of one or more communication media
  e.g., Written: spelling, punctuation, grammar basic format
  Oral: voice projection, body language
  Audio-Visual: techniques, tools
☐ uses correct grammatical convention and technical terms through proof-reading/editing
☐ provides an introduction that describes the purpose of the project
☐ communicates information in a logical sequence
☐ states a conclusion based on a summary of facts
☐ provides a reference list of 3 or more basic information sources.

COMMENTS

Note: Use Tool CMH-SAW to assess student competency.

SCENARIO
Routines and Boundaries:
Sharon is caring for Amanda (4 years) and Susan (2 years). Amanda has knocked Susan's building blocks over for the third time. Susan is crying so Amanda picks up a block and throws it at her.
Tom is looking after his nephews, Jason (5 years) and Colin (3 years). He was told to put both boys to bed at 8:00 p.m. Jason insists he can stay up later because he is older.
The children you are babysitting want to play outdoors. It is a nice sunny day and 0°C. John puts all his outside warm clothing on and is outside building a snow fort. Glen grabs his jacket and boots but refuses to wear his toque and gloves.
Emergency Situations:
It is lunch time for Lisa (8 months) and Kevin (3 years). Lisa is sitting in her high chair eating her food but Kevin insists on running around with this sandwich, acting the clown to entertain Lisa. Lisa is laughing but suddenly begins to choke on her food.
It is 10:00 p.m., the children are asleep and the doorbell rings. The parents are not expected home until 12:30 a.m.
You are preparing dinner and Stacy (18 month) is playing in the kitchen. You move to set the table and when your turn back to check Stacey she has a cleanser container in her hand with the cap removed. You smell her breath and can smell the cleanser on her breath.

PRESENTATIONS/REPORTS: CHILD DEVELOPMENT TASKS CMH105-3

TASK	Menu	Meal	Toy	Clothing
Management	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
Teamwork	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
Use of Equipment & Materials	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
Tasks	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ carries out instructions accurately
- ☐ uses time effectively.

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members

Use of Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ measures accurately
- ☐ returns clean equipment/materials to storage areas

Tasks
- ☐ plans a one day menu for a child in a specific age group (infant, toddler, preschooler)
  - summarizes reasons for choices
- ☐ prepares and presents a meal suitable for a child in a specific age group (infant, toddler, preschooler)
  - explains why this is a good choice
- ☐ evaluates a suitable toy or activity for an infant, toddler, preschooler
  - explains why his/her project is appropriate
  - explains if this toy or activity will help the child develop physically, mentally or socially
- ☐ charts clothing needs and costs for one season for an infant, toddler or a preschooler

COMMENTS

HOME CARE: SAMPLE SCENARIOS CMH106-1

Note: Use Tool CMHSAW to assess student competency

Impact Scenario
Mrs. Anderson and daughter Sara were driving to the shopping centre to pick up some last minute things in preparation for a trip to Disneyland. As they entered the intersection a car came sliding through the red light and hit them broadside. Mr. Anderson and sons Dean and Doug received the call from the hospital. Mom had a fractured pelvis, burns to her face from the air bag and a bruised left shoulder. Sara had a severe whiplash, a fractured right humerus and numerous cuts to her face. Both would be okay after treatment and would be sent home after 24 hours observation.
The Simpson family were an ordinary upper middle-class family who had raised their children and were preparing to retire in the next five years. George Simpson went for his annual checkup with their family doctor. She did the usual tests, checked George over and booked him for urine & blood tests, chest x-ray and ECG. The following Monday George got a call from his doctor's clinic asking him if he could stop in after work to see his doctor regarding his tests. When George entered the office his doctor said, "George, I'm afraid I don't have great news. Your chest x-ray shows some lesions which I believe we should biopsy so we can begin some treatment." Further tests and biopsy confirmed cancer of the right lung and trachea. George was given chemotherapy as conventional treatment and sent home. His life expectancy would be approximately 6 months. Mary had always let George look after everything like paying the bills, all the repairs, car care, yard and house maintenance.
Harold and Susan in their 30's lead a busy life with four young children and both have full time jobs. They had made a New Year's resolution to try to quite smoking together. They knew it was not healthy for them nor for their children but so far their attempt had not been successful. Susan knew she was at an even higher risk because she was taking contraceptive pills until she found time to go in and have a tubal ligation. She had been complaining of a headache over the last four or five days and the occasional dizzy spell. Harold urged her to make an appointment to see the doctor. Susan sat down after supper on the couch in the family room. All of a sudden she collapsed onto the floor. She was unconscious with labored breathing and the left side of her face was very noticeably drooping. At the hospital Susan was diagnosed as having a massive stroke.

HOME CARE MANAGEMENT TASKS CMH106–2

TASK	OBSERVATION/RATING					
Planning and Preparation	4	3	2	1	0	N/A
Tasks	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

0	has not completed defined outcomes.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute to team goals.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and follows instructions
☐ responds to directed questions and follows necessary steps to find answers
☐ uses time effectively
☐ accesses basic in-school/community information sources
☐ interprets and organizes information logically.

Tasks

☐ describes the roles and rights/responsibilities of a caregiver, considering:
  - the individual's values
  - the promotion of independence
  - communication with the family and the individual and members of the health team
  - personal grooming, hygiene and nutrition
  - membership in the health team
  - provision of a safe comfortable environment
  - personal services
  - basic housekeeping
  - ethical and legal responsibilities

Tasks (continued)

☐ describes five support resources available
☐ discusses the importance of respite care and names three alternatives for respite for the primary caregiver.

Collaboration and Teamwork

☐ shares work appropriately among group members
☐ respects the views of others
☐ negotiates solutions to problems.

Information Sharing

☐ demonstrates effective use of one or more communication media:
e.g., written, oral, audio-visual
☐ communicates ideas in a logical sequence
☐ uses correct grammatical convention and technical terms
☐ cites three or more basic information sources.

REFLECTIONS/COMMENTS

CONCEPT TEST: INTEGUMENTARY SAMPLE QUESTIONS

CHM106–3

1. Match the following terms with the descriptive phrases.

dermis
epidermis
hypodermis
stratum corneum
stratum germinativum
stratum lucidum

__________ referred to as the subcutaneous layer
__________ epidermal layer next to the dermis
__________ referred to as superficial fascia
__________ consists of dead, completely keratinized cells
__________ layer in which hair, nail and glands are embedded
__________ contains receptors for temperature and touch
__________ contains adipose tissue
__________ responsible for fingerprints.

2. Write the terms that fit the following descriptive phrases.

__________ tubular sheath surrounding the hair root
__________ glands that produce earwax
__________ smooth muscle associated with hair
__________ another name for sweat glands
__________ the dark pigment primarily responsible for skin colour
__________ another name for nail cuticle.

3. Four functions of the integumentary system are:

a)
b)
c)
d)

4. The protein that is a waterproofing agent in the skin is ______________ .

5. Bacterial growth on the skin is inhibited by ____________________ .

6. Tissues under the skin are protected from the ultraviolet light by ________
____ .

7. Describe two mechanisms by which the skin functions in temperature regulation:

a) blood vessels
b) sweat glands

8. How does the skin function in the synthesis of vitamin D?

9. Define:

a) papules ______________________________
b) macules ______________________________
c) urticaria ______________________________
d) vesicles ______________________________

10. Explain the three stages of decubiti ______________________
____
____

11. Draw a body and explain the rule of 9s.

12. Compare first, second and third degree burns. ____________________
____
____
____
____

13. Give the normal temperature in C. and F. for:
    a) oral ____ °C ____ °F
    b) rectal____ °C ____ °F
    c) axillary____ °C ____ °F

14. Why do you make one side of the bed at a time? ____________________
    ____

15. Why must you be careful not to shake the linen? ____________________
    ____

16. Why are siderails necessary? ______________________________
    ____

17. Why must you be careful as to where the rough side of the hems are when you are making a bed? ______________________________
    ____

18. What is a drawsheet and why would you use one on a bed? ____________
    ____

19. List six pressure points on the human body where pressure sores could occur.
    ____
    ____
    ____
    ____

20. Explain who is eligible for home care in Alberta; what is the cost of home care to the patient; what are the responsibilities of the home care nurse and the home support aide; who is on the home care team and where you would call for home care information and help.

PERSPECTIVES ON HEALTH: SAMPLE SCENARIOS CMH108–1

Note: Use Tool CMHSAW to assess student competency.

SCENARIO
John has recently broken up with Sheena. They had gone together for 14 months. John found it very difficult to end the relationship. Now he has a stomach ache by noon every day as he doesn't have time for breakfast. Sheena's mom no longer gives him a ride to school in the morning and he has to catch an early bus. He found it difficult at church youth group when Sheena was there also. Now he's coming down with a horrible cold when hockey try-outs are about to start. Today when he saw Sheena having lunch with one of his hockey buddies he felt so alone and sad. He had to turn away so his friends wouldn't see him swallowing the lump he had in his throat. Maybe that is why he had such a sore throat tonight.
Brenda had been playing ball all weekend in a tournament at a local town in central Alberta. It was the top of the 9th inning and she was the winning run on third. She saw her chance to steal home and took off with all her speed. She and the catcher had a nasty collision at home plate resulting in a broken ankle for Brenda. To make matters worse, the umpire called her out even through she was sure she had been there first. Now, she was in hospital awaiting surgery and her parents were out of town until tomorrow night. She didn't have her health care card. She had scraped her elbow and it was stinging and her left hip hurt to lay on, never mind how much her broken ankle hurt! How long before she could return to college; how would she ever manage all those books while she is on crutches? What will be ball team do for the rest of the season without her? Oh, and worst of all, what about her part-time job? She had to work to pay her college expenses.
James had been studying many hours every night for his final college examinations. Some nights he got so engrossed he forget to eat and by the time he realized it he was too tired to bother cooking a meal so heated up a bowl of soup in the microwave. He had never felt so tired in his life. He seemed to ache all over and was felling very nauseated. He hoped he didn't get that "flu that was going around". If he was at home his Mom would have something for him to take. He sure missed having his little sister there telling him all her news about what she had done in Sunday school. Gosh, he never thought he'd ever miss that little town he came from!
Mr. K., age 83 years, lived by himself in his senior's apartment. His best friend Bill had recently passed away. Lately it seemed he had been attending a lot of funerals. On those days, he didn't have lunch as they always had lots of sandwiches, cake and cookies after the service. Sometimes he didn't even have supper. His granddaughter, the nurse, was always after him about eating and taking his pills. He sure enjoyed it when she came to see him. It was too bad she couldn't come more than once every two weeks. A fellow could get pretty lonesome living by himself in a city. His joints were pretty stiff and it hurt to walk very far. He could no longer drive his car. Just thinking about when he lost his licence made him feel sad and isolated. That new bus schedule the city has was so confusing for older people. Next time the fellow from the church came he'd get him to explain it to him. You know, if he didn't know better he'd think he was having some memory loss. He could not remember if he took his blood pressure pills at breakfast. Did he even have breakfast?

CONCEPT TEST: HEALTH SAMPLE QUESTIONS CHM108–2

1. Define the following.
   - caudal ____________________
   - proximal ____________________
   - distal ____________________
   - sagittal plane ____________________
   - superior ____________________
   - coronal ____________________
   - transverse plane ____________________
   - frontal plane ____________________
   - inferior ____________________
   - ventral ____________________
   - dorsal ____________________

2. Define the prefix of the following:
   - cardiopulmonary ____________________
   - bronchoscope ____________________
   - craniotomy ____________________
   - retroperitoneal ____________________
   - postnasal ____________________
   - arthroporosis ____________________

3. Define the suffix of the following:
   - tonsillectomy ____________________
   - craniotomy ____________________
   - gerontology ____________________
   - enteritis ____________________
   - electrocardiogram ____________________

4. Explain the abbreviation or meaning of the following:
   - q2h ____________________
   - t.i.d. ____________________
   - gtts ____________________
   - p.r.n. ____________________
   - h.s. ____________________
   - a.c. ____________________
   - fld. ____________________
   - Rx ____________________
   - tinct . ____________________
   - ad.lib. ____________________
   - n.b. ____________________

5. Define the following:
   - a) anatomy ____________________
   - b) physiology ____________________
   - c) pathology ____________________
   - d) metabolism ____________________
   - e) anabolism ____________________
   - f) catabolism ____________________
   - g) catylst ____________________
   - h) homeostasis ____________________
   - i) system ____________________
   - j) cell ____________________
   - k) anatomical position ____________________
   - l) mixtures ____________________
   - m) buffer ____________________
   - n) electrolyte ____________________
   - o) lipid ____________________
   - p) active transport ____________________
   - q) diffusion ____________________
   - r) osmosis ____________________
   - s) phagocytosis____________________
   - t) benign ____________________
   - u) malignant ____________________
   - v) neoplasm ____________________
   - w) cartilage ____________________
   - x) idiopathic ____________________
   - y) endemic ____________________
   - z) chemotherapy ____________________

6. Fill in the blanks.
   - a) The front body cavities are grouped together and called the __________ cavities.
   - b) The back cavity has an imaginary division which divides it into an upper portion called the ______________ . In here you would find the organ called the ______________ .
   - c) The front body cavity is divided by the muscle called the ____________ . Which body function does this muscle control?
   - d) Directionally, the ribs lie ______________ to, or in front of, the spinal column.
   - e) The fingers lie ______________ to the wrist because they are further from their point of origin.
   - f) The knee lies below the shoulder and is therefore said to lie ____________ to the shoulder.

7. Given a case study, students complete the following.

a) Etiology ____________________
In this situation ____________________
b) Diagnosis ____________________
In this situation ____________________
c) Signs ____________________
In this situation ____________________
d) Symptoms ____________________
In this situation ____________________
e) Treatment ____________________
In this situation ____________________
f) Prognosis ____________________
In this situation ____________________
g) Disease classification in this situation is ____________________
____
After treatment is ____________________
h) Prevention ____________________

8. Define:

asepsis ____________________
sterilization ____________________
disinfection ____________________
incidence ____________________
chlamydias ____________________
tissue ____________________

HEALTH SERVICES RESPONSIBILITIES

CMH108–3

TASK	OBSERVATION/RATING					
Planning and Preparation	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and follows instructions accurately
- ☐ adheres to established timelines
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ uses time effectively

Information Gathering and Processing

- ☐ accesses basic in-school/community information sources
- ☐ uses one or more information-gathering techniques
- ☐ interprets and organizes information in a logical sequence
- ☐ records information accurately using correct technical terms
- ☐ distinguishes between fact and fiction/opinion/theory
- ☐ responds to feedback when current approach is not working

Content

- ☐ researches and reports on the responsibilities for providing health services of the:
  - federal government
  - provincial government
  - community
  - family
  - individual
  - private industries

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members

Information Sharing

- ☐ demonstrates effective use of one or more communication media:
  e.g., written, oral, audio-visual
- ☐ communicates information in a logical sequence
- ☐ uses correct grammatical convention and technical terms
- ☐ cites 3 or more basic information sources

TEACHER/STUDENT REFLECTION

TASK	OBSERVATION/RATING					
Planning and Preparation	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Evaluating Choices/ Making Decisions	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ accurately describes two health service issues on which people disagree

☐ poses an important question regarding the impact of the issue

☐ accesses basic in-school/community information sources regarding the issue

☐ uses one or more information-gathering techniques.

Analyzing Perspectives

☐ clarifies different points of view regarding the issue, *e.g., social, economic, environmental.*

☐ states a position on the issue and logical reasons for adopting that position

☐ states an opposing position on the issue and logical reasons for adopting that position

☐ identifies sources of conflict among different position

☐ distinguishes between fact and fiction/opinion/ theory

Collaboration and Teamwork

☐ shares information and ideas appropriately among group members

☐ respects the views of others

Evaluating Choices/Making Decisions

☐ identifies useful alternatives for dealing with issue

☐ establishes criteria for assessing each alternative

☐ ______________________________
____

☐ develops a plan for dealing with the issue, based on established criteria

☐ reflects on strengths/weaknesses of the plan by considering consequences.

☐ ______________________________
____

☐ communicates information in a logical sequence to justify choices/decisions made.

☐ ______________________________
____

REFLECTIONS/COMMENTS

Note: Use Tool CMH108–4 to assess student competency

SCENARIOS
Organ transplants have become very prevalent in recent years. However, organs are still in short supply and these procedures are extremely expensive. Recently, in Alberta, a young man was refused a position on the organ transplant waiting list because he has a genetic disease call Downs' Syndrome. Ultimately he won a position on the transplant list but he died before a suitable lung donor could be found. At the same time Mickey Mantle (baseball Hall of Famer who had damaged his liver with alcoholism), received a liver within days. There have been recent discussions regarding who should and who should not receive access to these precious resources. Do you think, feel, believe that individuals who are known alcoholics, drug abusers, smokers, or just lead generally unhealthy lifestyles (eat junk food, do not exercise), should have access to organ transplants? Perhaps to replace the ones they've ruined? What if the patient was just elderly or mentally challenged? Should a 65 year old receive a transplant? Should people be able to buy and sell their organs to the highest bidder?
In the early 1970s, a number of individuals were diagnosed as mental incompetents and therefore sterilized by eugenics teams all across Canada. Very recently many of these individuals have taken the government to court over this issue. In one case Leilani Muir was awarded a substantial amount of money as compensation.. Do you believe that people diagnosed as mentally challenged should be sterilized? Who decides?
There has been a lot of uproar in Alberta recently over the governments cuts to health care. One the major issues to arise out of the cuts is that the access to many services once readily available now has long waiting lists. In order to provide more access, the government has allowed private health care givers to offer services. An example is the new private MRI clinics. Many people believe that the government is creating a two-tiered health system where the people who can afford to pay get immediate service and those who cannot afford extra health insurance or the cost of treatments have to wait. Do you believe, feel, think that the health care system should be privatized? To what degree, a little bit, half public/half private, or totally private?
Dr. Kevorkian (Dr. Death) has been in the news numerous times over the last few years because of his involvement in assisted suicides. He has created a machine that allows his clients to give themselves a lethal dose of medication. He only assists those patients who are end stage terminal patients (cancer, AIDS, MS) or if they have a progressive neurological disease such as Alzheimer's Disease. There was a case a couple of years ago in Canada where a woman with Lou Gehrig's disease (ALS), Sue Rodriguez, petitioned the courts to allow her to end her life. While the case was being evaluated she carried out her plan in the attendance of a well known politician, Svend Robinson. Do you think, feel, believe that individuals with terminal disease should be given the option and perhaps even medical assistance to help them to end their lives?

Competency	Rating Scale 4	3	2	1	0
1. Presentation a. Legibility/readability					
b. Grammar – paragraph structure – punctuation – flow of ideas					
2. Content a. Key stakeholders identified; e.g., employers, employees, suppliers, OH&S officials					
b. Related legislation cited: – Occupational Health and Safety Act – General Safety Regulations – Chemical Hazards Legislation (includes WHMIS)					
c. Workplace hazards identified					
d. Careers in safety-related fields described.					

Rating Scale

Indicate the level of competency for each task by checking the appropriate box.

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

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Competency	Rating Scale				
	4	3	2	1	0
1. Back Care While Lifting a. Back straight					
b. Lift with legs					
c. Object close as possible					
d. Minimal twisting or turning					
e. Bend at knees					
2. Using Personal Protective Equipment a. Select and properly use a variety of PPE including: – eye protection – hearing protection – head protection – body and limb protection – respiratory protection					

Rating Scale
Indicate the level of competency for each task by checking the appropriate box.

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

Rating Scale

Competency Level		Correct Answers
5	Excellent	18–21
4	Above Standard	15–17
3	At Standard	11–14
2	Below Standard	8–10
1	Repeat Unit	0–7

To qualify for credentialling, the student must attain a competency of 4 or 5.

1. In the event of a serious accident or injury at a work site, who is responsible for investigating and reporting it under the OH&S Act?

   A. an OH&S officer
   B. the victim
   C. the employer
   D. everyone at the work site

2. Which of the following hazards would not be covered under the OH&S regulations?

   A. noise exposure
   B. exposure to radioactivity
   C. farm hazards
   D. toxic chemical exposure

3. The main purpose of the OH&S Legislation is to:

   A. define standards and responsibilities
   B. tell the worker how to do his or her job
   C. tell managers how to manage their work sites
   D. all of the above

4. Which of the following defines a competent worker?

   A. adequately qualified
   B. suitably trained
   C. sufficiently experienced
   D. all of the above

5. Which of the following types of accident should be investigated?

   A. injury accident
   B. lost time accident
   C. material and equipment damage
   D. all of the above

6. The Occupational Health and Safety Act requires the employer to do which of the following things when there has been an accident resulting in a serious injury at his or her work site?

   A. notify a Director of Inspection as to the time, place and nature of the accident
   B. carry out an investigation into the circumstances surrounding the accident
   C. prepare a report in accordance with the regulations
   D. all of the above

7. Which of the following operation(s) requires a code of practice?

   A. work that by regulation requires a safe work procedure
   B. work that requires a worker who is competent under the regulation
   C. work undertaken in confined spaces
   D. all of the above

8. Which of the following have to be considered as potential work hazards?

   A. harmful substances
   B. radiation
   C. noise
   D. all of the above

9. The primary routes of entry of harmful substances into the body are:

   A. eyes, skin, ingestion and inhalation
   B. inhalation, absorption through the liver and kidneys, ingestion
   C. skin absorption, ingestion, inhalation, injection
   D. none of the above

10. Which of the following are employer or worker responsibilities under the Chemical Hazard Regulation?

    A. control of sources of contamination in excess of the occupational exposure limits
    B. provide respiratory protective equipment
    C. participate in employee training
    D. all of the above

11. Which of the following methods of control is generally regarded to be the least desirable?

    A. ventilation
    B. chemical substitution
    C. personal protective equipment
    D. administrative controls

12. Occupational Health Hazards are addressed by regulations. Which of the following hazards are not covered by OH&S regulations?

    A. noise exposure
    B. exposure to radioactive materials
    C. amount of weight a worker can lift
    D. toxic chemical exposure

13. Employers must select their own specific standards to comply with regulations when:

    A. there is an existing regulation standard
    B. equipment meeting the required external standard is no longer available
    C. the regulation requires a level of performance to be met
    D. none of the above

14. Which of the following is not an external industrial standards used in the General Safety Regulation?

    A. ANSI (American National Standards Institute)
    B. NFPA (National Fire Protection Associations)
    C. SAE (Society of Automotive Engineers)
    D. UBC (United Brotherhood of Carpenters)

15. Which of the following activities is not assigned by regulation to the employer?

    A. providing equipment that is in safe condition
    B. ensuring a worker uses equipment safely
    C. checking that no worker can be injured before a worker starts up machinery
    D. establishing a code of practice for respiratory protective equipment

16. Which of the following conditions would not require a workplace label on a decanting container?

    A. when the decanting container is filled directly from the supplier labelled container
    B. when the decanting container is used by several different people in the work area
    C. when the material in the decanting container is used immediately
    D. none of the above

17. Which of the following sections in an MSDS would include data on the immediate and delayed hazardous effects of a chemical

A. the radioactivity data section
B. the toxicological properties section
C. the preventative measures section
D. the physical characteristics section

18. Which of the following sections in an MSDS would include information on the appearance and odour of a chemical?

A. the toxicological properties section
B. the fire and explosion data section
C. the reactivity data section
D. the physical characteristics section

19. The Workers' Compensation Board is designed to:

A. provide no-fault accident insurance for employees
B. protect employers from injury-related law suits
C. refer questions relative to workplace injuries to a board rather than to the courts
D. all of the above

20. When a worker is injured on a workplace, which of the following forms must be completed by the injured worker?

A. Employers Report of Accident
B. Employees Report of Accident
C. Insurance Claim
D. Will

21. When a worker is injured in a workplace, which of the following forms must be completed by the employer?

A. Employers Report of Accident
B. Employees Report of Accident
C. Insurance Claim
D. Will

ANSWER KEY

Multiple Choice Test

1. C
2. C
3. A
4. D
5. D
6. D
7. C
8. D
9. A
10. D
11. C
12. C
13. C
14. D
15. C
16. C
17. B
18. D
19. D
20. B
21. A

REPORT WRITING 2 CTR121-4

	Rating Scale				
Competency	4	3	2	1	0
1. Presentation a. Legibility/readability					
b. Grammar – paragraph structure – punctuation – flow of ideas					
2. Identify hazards in the home or a selected workplace a. fire/burn hazards					
b. physical hazards (e.g., back, eyes, arms, hands)					
c. electrical hazards					
3. Suggest possible controls for hazards identified					
4. Describe types of personal protective equipment and other safety equipment: a. currently available in home or workplace					
b. not currently available in home or workplace.					
5. Describe actions to be taken to: a. prevent accidents and injuries					
b. deal with accidents and injuries should they occur.					

Rating Scale
Indicate the level of competency for each task by checking the appropriate box.

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

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PRESENTATIONS/REPORTS: Adolescents CMH201–1

TASK	OBSERVATION/RATING
Planning and Preparation	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant in-school/community resources
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ plans and uses time effectively
☐ gathers and responds to feedback regarding approach to task and project status

Content

☐ compares adolescents today of a previous era or a different culture as to:
- dress
- music
- education
- sexuality
- leisure time
- roles and responsibilities
- expectations

Presenting/Reporting

☐ demonstrates effective use of at least two communication media:
e.g. written: *spelling, punctuation, grammar, format (formal/informal)*
oral: *voice projection, body language, appearance*
audio-visual: *techniques, tools, clarity*
☐ maintains acceptable grammatical and technical standards through proof-reading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates ideas into a logical sequence with sufficient supporting detail
☐ states a conclusion by synthesizing the information gathered
☐ provides a reference list that includes five or more relevant information sources

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates solutions to problems

COMMENTS

RESEARCH PROCESS: ADOLESCENT HEALTH ISSUES

CMH201-2

TASK						
Planning and Preparation	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and establishes steps to achieve them
- ☐ creates and adheres to useful timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively

Information Gathering and Processing

- ☐ accesses a range of relevant in-school/community resources
- ☐ uses a range of information-gathering techniques
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and uses correct technical terms
- ☐ determines accuracy/currency/reliability of information sources
- ☐ gathers and responds to feedback regarding approach to the task

Content

- ☐ researches and reports on one adolescent health issue to include:
  - the predominance of the issue
  - a discussion of the effect of the issue on all dimensions of well-being

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems

Information Sharing

- ☐ demonstrates effective use of one or more communication media *e.g. written, oral, audio-visual*
- ☐ communicates ideas in a logical sequence with sufficient supporting detail
- ☐ maintains acceptable grammatical and technical standards
- ☐ cites five or more relevant information sources

COMMENTS

SAMPLE QUESTIONS: MARRIAGE CMH202–1

1. a) What is a "prenuptial agreement"?
   A document specifying property rights and responsibilities of the individual. It is not legally binding in Canada.
   b) Why would a couple have one?
   If there was a big difference in personal wealth.
   If there is a business or extensive property involved.

2. What are government requirements for a legal marriage?
   Must be 18 years of age (or parental consent).
   Must not be related too closely (e.g., not siblings).
   Must purchase a marriage license.

3. What is the legal status of a common-law relationship?
   After a certain length of time, the government treats the common-law relationship like a legal marriage.

4. What is meant by a "no-fault" divorce?
   Both parties agree to separate without either assuming blame.

5. a) What is an annulment?
   Marriage is declared void as if the marriage never took place.
   b) Identify two situations which could cause a marriage to be annulled.
   Unconsummated marriage; not being of sound mental state when the marriage took place; e.g., drunk, or on drugs.

6. Jennifer and Jon grew up in the same small town. They were in the same kindergarten class, attended the same junior high school, and graduated from the same high school. they both had different interests as they grew up: Jon was heavily involved in the Air Cadet program, while Jennifer enjoyed the athletic program at school, and played on the basketball and volleyball teams. Their parents attended the same community church, and although both had moved away after graduation to pursue individual careers (Jon became a pilot and Jennifer was a teacher), they often met when they came home for family or holiday functions. They kept in touch. Five years later, they began dating each other, and eventually began discussing marriage. Both recognized the wide differences in their careers, but they felt that the background experiences they shared would help their marriage be successful. They did eventually marry.

   This represents which theory of marriage?
   a) role compatibility
   b) complementary needs
   c) value similarity
   [✓ d)] propinquity

7. Ali and Mike dated throughout high school and went to the same university. Mike graduated from the Faculty of business and was accepted in a large accounting firm as a probationary accountant. Ali worked hard to graduate from her nursing program, and was hired by a small rural hospital to which she commuted. They had agreed that they would marry when they ad completed their education. So they became engaged and were making wedding plans. However, they soon found that it was difficult to see each other. Mike was often asked to work long days with a great deal of overtime. Ali was assigned shift work, and often had to work weekends and evenings. Mike became angry when he had to attend company functions without Ali. He thought that she should support his career and him. Ali was hurt that Mike thought so little of her career that he expected her to give it up for him. They began to argue continually about which career was more important. Eventually, they broke their engagement. Later, both Mike and Ali married a person who was more supportive of the kind of life and marriage that each of them wanted.

   Which theory of marriage does this represent?
   a) Homogamy
   b) Propinguity
   [✓ c)] Value Similarity
   d) Role Compatibility

8. Which of the following statements is true?
   a) even in a successful marriage, you should not expect everyone to be happy all the time
   b) it is easier to have a successful marriage if you have a positive self-esteem
   c) when you enter marriage, you must expect to make some adjustments in your lifestyle
   [✓ d)] all of the above are true.

9. Which of the following statements is true?
   a) The emotions of love and anger are closely related.
   b) In a good marriage, arguments are solved in a productive manner.
   c) If you are willing to meet the other person halfway (compromise) you are doing your part in trying to make your marriage work.
   [✓ d)] All of the above are true.

10. Which of the following statements are true?
    - a) Once a couple has had a serious quarrel, they will never be as happy as they were before.
    - b) The best procedure to follow when solving arguments in a marriage, is to have one person take over the decision making.
    - [✓ c)] If a couple says that they "never fight', it may mean that their relationship is a superficial one, without any real involvement of feelings between the spouses.
    - d) For younger couples, the best way to solve a conflict is to ask the parents to make the final decision.

11. The TRUE statement about marriages listed below is:
    - a) Because teens are more adaptable than older people, they should have a higher success rate for marriage.
    - [✓ b)] If you have siblings which you grew up with, it would enhance your chances of having a successful marriage because you have already learned to share resources.
    - c) If the marriage partners come from different ethnic backgrounds, it will increase their chances of having a successful marriage because they will work that much harder to make it successful.
    - d) Differences in social backgrounds should not cause serious problems for a couple getting married.

12. When comparing arranged marriages and love marriages, we found that:
    - [✓ a)] the marriages that are successful have a surprising amount in common.
    - b) parents really only influence the success of the arranged marriages.
    - c) the love marriages are much more successful than the arranged marriages.
    - d) the most important valued attribute for an arranged marriage was personal wealth.

13. Lisa is sixteen and has been seeing seventeen-year-old Ryan for about a year. For the first six months the relationship has gone fairly well although Ryan sometimes accuses her of flirting with other guys. "He must really care for me" she thought. Six months ago Lisa was late for a date with Ryan. He was very angry and started yelling at her. He grabbed her hair and slapped her in the face when she tried to explain. She was able to get away from him, crept into her house so her parents wouldn't see her dirty and bruised. Ryan apologized the next day, promised he would never hurt her again. Everything was okay for three or four months but now Ryan is slapping her around once or twice a week. Lisa has tried everything not to make Ryan angry but he seems to get worked up for no reason. She covers the bruises with make-up but her family and friends are suspicious. She has tried to break up with him but he cries and then threatens suicide. She is afraid he may seriously hurt her if she pushes for the end of the relationship.
    - a) Who should Lisa talk to in this situation? Why?

      ____

      ____

      ____

      ____

    - b) Is this a healthy, unhealthy or abusive relationship? Give 4 reasons for your choice.

      ____

      ____

      ____

      ____

    - c) If you were Lisa's friend, what would you do?

      ____

      ____

      ____

      ____

MARRIAGES TODAY: SAMPLE SCENARIOS CMH202–2

Note: Use Tool CMH-SAW to assess student competency.

SCENARIO
Aaron and Lisa got married while they were both in their second year of university. They had gone together since grade eleven. At the end of their four years of university, Aaron is offered a teaching position in Alberta and Lisa is offered a job as a human resources executive for a large computer company in Toronto.
Susan and Mink met at work. They dated for two years and felt they had a lot in common – both the same age, enjoyed the same sports and movies and both worked as software developers. Mink had been born in Vietnam but came to Canada at age three. Despite protests from both sides of their families, they married. On returning from their honeymoon, Susan was reconciling her bank statement. Mink was surprised she had saved quite a bit of money. He suggested she transfer the funds into his account as they would only need one account. When she disagreed with this decision he said that in his family, men were always in charge of finances.
Benjamin and Alysha graduated from university, married in July and found jobs in their home city. They were enjoying their new roles as wage earners and newly-marrieds. In late November, Alysha was dismayed when her mother-in-law called, reminding her of the traditional Christmas Day Ben's family followed. Alysha and Ben were expected to be there. Alysha has assumed that she and Ben would spend the Christmas season celebrating with her family and sharing in her family's traditions.
Marge and Jan had been married for two years. Both had saved diligently and now they had purchased their first home. Because they wanted a newer home, they had both a first and second mortgage. Money was tight, but they were committed to having the second mortgage paid off before they started a family. Three months after they moved into their home Marge felt unwell. She was shocked when the doctor told her that she was pregnant. He sent her for an ultrasound and the news became even more upsetting for Marge. She was expecting twins and, because of her family's medical history, was considered a high risk pregnancy. The doctor advised her to quit work immediately.

TASK	RATING					
Planning and Preparation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant in-school/community resources
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ plans and uses time effectively
☐ gathers and responds to feedback regarding approach to task and project status

Content

☐ develops a personal philosophy on marriage. Prioritizes choices and gives reasons for decisions

Presenting/Reporting

☐ demonstrates effective use of at least two communication media:
e.g. written: spelling, punctuation, grammar, format (formal/informal)
oral: voice projection, body language, appearance
audio-visual: techniques, tools, clarity
☐ maintains acceptable grammatical and technical standards through proof-reading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates ideas into a logical sequence with sufficient supporting detail
☐ states a conclusion by synthesizing the information gathered
☐ provides a reference list that includes five or more relevant information sources

COMMENTS

RESEARCH PROCESS: MARRIAGE CEREMONY CMH202–4

TASK	RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Presentation	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and establishes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and uses correct technical terms
- ☐ plans and uses time effectively

Content
- ☐ plans, in detail, a marriage ceremony describing the management of resources (time, money, human) to make it successful

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems

Information Sharing
- ☐ demonstrates effective use of at least two communication media:
  e.g. written: spelling, punctuation, grammar, format (formal/informal)
  oral: voice projection, body language, appearance
  audio-visual: techniques, tools, clarity
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list that includes five or more relevant information sources

COMMENTS

DAY CARE ASSESSMENT TOOL CMH205–1

STANDARD: Students working at or above standard must complete the appropriate exercise and Learning Records from the 1995 *Self Study Orientation Course for Day Care Staff.* Note: Teachers may use alternative activities to develop and access competencies. The rating scale outlines a continuum of learning by describing behaviours associated with each level of performance. A minimum level of performance has been established. Students are expected to meet or exceed this level of performance.

DAYCARE I

Minimum Level of Performance: 2

Rating	Exercises	Rating	Learning Records
	Safety Checklist		PM 1-7
	PM 2-6 ✱		PM 2-11 ✱
			PM 2-12 ✱
	PM 3-8		
			PM 3-13/14
			PM 3-15
			PM 4-13/14
			PM 5-11/12
			PM 5-14
			PM 6-11
			PM 6-13
			PM 7-15
	PM 6-10		PM 7-16/17

✱ **Alternative activity – see module**

DAYCARE I

Number	Learning Record Name
PM 1–7	*A Typical Day for Me at the Day Care*
PM 2–11	*Active Listening Responses*
PM 2–12	*Practice Active Listening*
PM 3–13/14	*Making Thoughtful Inferences*
PM 3–15	*Day Care Observation*
PM 4–13/14	*Observing Physical Development*
PM 5–11/12	*Children Learn as They Explore*
PM 5–14	*Recording Observable Play Behaviour*
PM 6–11	*Promoting Children's Language*
PM 6–13	*Video: Communicating with Children. Alternative—Paragraph on why communicating with children is important*
PM 7–15	*A Case for You to Think About*
PM 7–16/17	*Responding to Social-Emotional Development*

Number	Exercise Name
PM 2–6	*What is the Message?*
PM 3–8	*Observing and Recording*
PM 6–10	*The Better Response*

Rating Scale
The student:

4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	not applicable.

RESEARCH PROCESS: SPECIAL CONDITIONS

CMH206–2

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and establishes steps to achieve them
- ☐ creates and adheres to useful timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively

Information Gathering and Processing

- ☐ accesses a range of relevant in-school/community resources
- ☐ uses a range of information-gathering techniques
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and uses correct technical terms
- ☐ determines accuracy/currency/reliability of information sources
- ☐ gathers and responds to feedback regarding approach to the task

Content

- ☐ researches a special condition related to the body systems including:
  - – disease process
  - – heredity factors
  - – age influences
  - – care required
  - – impact of the condition on the individual, the family, the caregiver and the community
  - – community resources available

Content (continued)

- ☐ plans a one day menu for an individual with the condition considering:
  - – nutrition
  - – presentation
  - – promotion of recovery
  - – cultural considerations
  - – physical problems

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems

Information Sharing

- ☐ demonstrates effective use of two or more communication media:
  e.g. written, oral, audio-visual
- ☐ communicates information in a logical sequence with sufficient supporting detail
- ☐ maintains acceptable grammatical and technical standards
- ☐ cites five or more relevant information sources

COMMENTS

PRESENTATIONS/REPORTS: PERSONAL COMPETENCIES

CMH206–3

TASK	RATING					
Planning and Preparation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ completes a self evaluation that describes personal competencies that would influence choice of a career in home care

Presenting/Reporting

- ☐ demonstrates effective use of at least two communication media:
  e.g. written: *spelling, punctuation, grammar, format (formal/informal)*
  oral: *voice projection, body language, appearance*
  audio-visual: *techniques, tools, clarity*
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list that includes five or more relevant information sources

COMMENTS

CONCEPT TEST: SENSORY CHALLENGES - SAMPLE QUESTIONS CHM207-1

1. DIFFERENTIATE between the rods and the cones of the eye.
Cones control colour vision and visual acuity, rods are used for night vision, light detection and movement.

2. DEFINE general senses and GIVE five (5) examples.
Vision – eyes – see this test
Hearing – ears – hear the music
Tactile – touch – feel the satin pillow with your hand
Taste – tongue – taste the sour pickle
Smell – olfactory – smell the fried chicken

3. List the major senses.

4. LIST and DESCRIBE three (3) disorders of the eye.
***Cataracts** – film on lens of eyes; causes gradual and painless deterioration of sight; requires surgery*
***Glaucoma** – slow- or fast-rising increase within eye; may damage rods, cones and optic nerve; requires treatment quickly to prevent blindness*
***Myopia** – nearsightedness; have problem seeing far away objects clearly; lens of eye too curved or eyeball too long; correct with glasses or contact lenses*

5. DESCRIBE three (3) divisions of the ear.
***external ear** – funnel-shaped auricle; external ear canal; tympanic membrane; hair and cerumen (wax) protect it.*
***middle ear** – three small ossicles, malleus/incus/stopes; two muscles, sensor tympanis and stapedium help decrease sensitivity to sound.*
***inner ear** – essential for hearing and balance; cochlea, semi-circular canals, two chambers; vestibular apparatus (three semi-circular canals) keep you from being dizzy.*

6. DESCRIBE the function of the sensory system.

7. LABEL diagrams on the eye and the ear.

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ describes a condition affecting the sensory system including:
  - pathology (causes, signs and symptoms)
  - treatment
  - prevention
  - social, emotional and economic impact of the condition on the individual, family and community
  - resources and technologies available
  - adaptations which would promote independence

Presenting/Reporting

- ☐ demonstrates effective use of at least two communication media:
  - *e.g. written: spelling, punctuation, grammar, format (formal/informal)*
  - *oral: voice projection, body language, appearance*
  - *audio-visual: techniques, tools, clarity*
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list that includes five or more relevant information sources

COMMENTS

273

274

COMMUNICATION SKILLS ASSESSMENT

CMH207–3

STANDARD	Students working **at standard** must demonstrate the technique/skill requirements outlined in the checklists below. The rating scale on the right-hand side defines the levels of competencies and should be applied when assessing student performance. The standard performance rating is 2 on all techniques/skills.

TECHNIQUE REQUIREMENTS

The student:

demonstrates the skills necessary to communicate with an individual who has a sensory deficit

RATING	Communication	RATING	
____	☐ numbers (1 - 100; 1,000; 1,000,000)		
	☐ alphabet		
____	☐ is able to send, receive and interpret simple messages		
____	☐ body language		

STANDARD IS 2 FOR EACH TECHNIQUE/SKILL

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/ skills.
3	consistently demonstrates all designated techniques/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated techniques/skills.

COMMENTS:

CONCEPT TEST: RESPIRATION - SAMPLE QUESTIONS

CHM208–1

ANATOMY

1. A large passageway for air into the thoracic cavity. This passageway is lined with cilia and secretes a mucus material. The outer layer is made up of C-shaped rings.

[✓ Trachea]

2. Match the following terms:
   - a) sinuses
   - b) pharynx
   - c) adenoids
   - d) tonsils
   - e) eustachian tubes
   - f) larynx
   - g) lungs
   - h) mucus
   - i) nose
   - j) ventilation

f voice box
c masses of lymphoid tissue found in the nasopharynx
a eight cavities in the skull
d masses of lymphoid tissue found in the oropharynx
b muscular passageway for food and air passage to lungs
e passageways which connect the middle ear with the pharynx
i the organ of the sense of smell
j the process of getting air in and out of the lungs
h clear, sticky fluid lining the tubes
g basic respiratory organ

PHYSIOLOGY

1. The use each body cell makes of its oxygen supply is described as:
   - a) breathing
   - [✓ b)] internal respiration
   - c) external respiration
   - d) combustion

2. An important responsibility of the alveoli in the respiratory system is:
   - a) to continue breathing activities
   - b) external respiration
   - c) to keep the oxygen level in the brain constant
   - [✓ d)] to pass oxygen from the respiratory system into the circulatory system

PATHOLOGY

1. When a patient is unable to breathe except when sitting up, he/she is said to be:
   - [✓ a)] orthopneic
   - b) dyspneic
   - c) hypocapnic
   - d) apneic

2. Hoarseness or inability to make voice sounds probably would be a result of inflammation or injury of the:
   - a) trachea
   - b) alveoli
   - c) nasal cavities
   - [✓ d)] larynx

3. The more the patient understands about the cause and the spread of tuberculosis, the:
   - a) more frightened the patient will become
   - [✓ b)] easier it will be to talk about the patient's fears
   - c) easier it will be to follow the rules of care
   - d) more the patient will realize that there is little to do except remain in the hospital

4. Codeine is given to the patient with a continuous, unproductive cough for the purpose of:
   - a) loosening the cough
   - [✓ b)] allowing the patient to get some rest
   - c) putting the patient to sleep
   - d) getting a specimen

5. Pulmonary emphysema is considered a non-infectious respiratory condition. The causes include:
   - [✓ a)] air pollution, smoking, and aging
   - b) bronchial asthma, sinusitis, and pharyngitis
   - c) bronchial asthma, aging and colitis
   - d) sinusitis and bronchial asthma

6. The operation employed to remove a lung in a patient with cancer is called a(n):
   - [✓ a)] pneumonectomy
   - b) lobectomy
   - c) lungectomy
   - d) carcinomaectomy

7. Mr. G, age 47, was advised to see his doctor because a routine x-ray examination performed at his place of work revealed a lung lesion. Mr. G was a chain smoker. The possibility of a malignancy of the type that originates in the bronchus was being considered. This most common form of lung cancer is:
   - a) metastasis
   - b) papilloma
   - c) myoma
   - [✓ d)] bronchogenic carcinoma

8. A disease characterized by spasms of the bronchial tube walls and dyspnea is called:
   - a) chronic bronchitis
   - b) pleurisy
   - [✓ c)] asthma
   - d) emphysema

PRESENTATIONS/REPORTS: RESPIRATORY CONDITIONS CMH208–2

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them

☐ uses personal initiative to formulate questions and find answers

☐ accesses a range of relevant in-school/community resources

☐ interprets, organizes and combines information into a logical sequence

☐ records information accurately with appropriate supporting detail and using correct technical terms

☐ plans and uses time effectively

☐ gathers and responds to feedback regarding approach to task and project status

Content

☐ describes a selected respiratory condition as to:
- pathology (causes, signs, symptoms)
- treatment
- prevention
- social, emotional, economic impact on the individual, family and community
- community support resources available

Presenting/Reporting

☐ demonstrates effective use of at least two communication media:

e.g. written: spelling, punctuation, grammar, format (formal/informal)
oral: voice projection, body language, appearance
audio-visual: techniques, tools, clarity

☐ maintains acceptable grammatical and technical standards through proof-reading and editing

☐ provides an introduction that describes the purpose and scope of the project

☐ communicates ideas into a logical sequence with sufficient supporting detail

☐ states a conclusion by synthesizing the information gathered

☐ provides a reference list that includes five or more relevant information sources

COMMENTS

RESPIRATORY EMERGENCIES: SAMPLE SCENARIOS CMH208–3

Note: Use Tool CMHSAW to assess student competency.

SCENARIO
Eight year old Kyle, who has asthma, is playing soccer with his friends on a field close to home. Suddenly he falls and cuts his arm on a rusty piece of metal. The arm has abrasions and cuts. A piece of the rusty metal is embedded in his arm. Kyle begins to wheeze and is having more and more difficulty breathing.
You hear a scuffle outside your apartment door. You peek through the door and see a man with numerous chest wounds. You call 911 for help; ensure your safety and go to assist him. He is short of breath, cyanotic and perspiring profusely. You can see blood-stained bubbles coming from one of the wounds.

CONCEPT TEST: CIRCULATION - SAMPLE QUESTIONS

CHM209-1

PATHOLOGY

1. Mr. A, age 61, has a history of myocardial infarction and ischemic heart disease. He now complains of dizziness, and his pulse rate is found to be 40, an abnormality called:
   a) sinus arrhythmia
   [✓ b)] bradycardia
   c) tachycardia
   d) premature beats

2. Further testing indicated that there was damage to the conduction system of Mr. A's heart. He was scheduled to have surgery in which a device would be inserted to help regulate the heartbeat. This device is called a(n):
   [✓ a)] artificial pacemaker
   b) valve replacement
   c) coronary bypass
   d) heart transplant

3. Mr. P, age 52, had been having episodes of pain in the chest and left shoulder known as angina pectoris. He was hospitalized for a procedure in which a catheter with a balloon is used to open up narrow vessels in the heart. This procedure is called:
   a) valve replacement
   b) coronary bypass surgery
   c) heart transplant
   [✓ d)] angioplasty

4. A circulatory pathway that carries blood to a second capillary bed before it returns to the heart is a(n):
   [✓ a)] portal system
   b) venous sinus
   c) superficial vein
   d) anastomoses

5. The thick muscular layer in the heart wall is called the:
   a) endocardium
   b) pericardium
   c) septum
   [✓ d)] myocardium

6. Supplying nutrients to body tissues and carrying off waste products from the tissues are functions of the part of the circulation described as:
   a) pulmonary
   b) cellular respiration
   c) diffusion
   [✓ d)] systemic

7. The only blood vessels containing valves are the
   a) arteries
   [✓ b)] veins
   c) capillaries
   d) arterioles

8. The pacemaker of the heart is located in the upper right atrium and is called the:
   a) bundle of HIS
   b) atrioventricular node
   [✓ c)] sinoatrial node
   d) tricuspid valve

9. Mr. L was 42 years of age and overweight. During a game of handball he felt severe heart pain; he collapsed in shock. Examination indicated that a clot had formed in a blood vessel supplying the heart, with complete obstruction of blood flow. The scientific name for this disorder is:
   a) coronary occlusion
   b) angina pectoris
   [✓ c)] myocardial infarct
   d) cerebrovascular accident

TASK	RATING
Planning and Presentation	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant in-school/community resources
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ plans and uses time effectively
☐ gathers and responds to feedback regarding approach to task and project status

Content

☐ describes a selected cardiovascular condition as to:
  - pathology (causes, signs and symptoms)
  - treatment
  - prevention
  - social, emotional, economic impact on the individual, family and community
  - community support resources available

Presenting/Reporting

☐ demonstrates effective use of at least two communication media:
e.g. written: *spelling, punctuation, grammar, format (formal/informal)*
oral: *voice projection, body language, appearance*
audio-visual: *techniques, tools, clarity*
☐ maintains acceptable grammatical and technical standards through proof-reading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates ideas into a logical sequence with sufficient supporting detail
☐ states a conclusion by synthesizing the information gathered
☐ provides a reference list that includes five or more relevant information sources

COMMENTS

ISSUE ANALYSIS: CIRCULATORY SYSTEM CMH209–4

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Evaluating Choices and Making Decisions	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ accurately describes an issue related to cardiovascular health on which people disagree, explaining areas of disagreement
- ☐ poses one or more thoughtful questions regarding the issue
- ☐ accesses a range of relevant information sources

Analyzing Perspectives

- ☐ categorizes different points of view regarding the issue:
  e.g., cultural, ethical, economic, environmental, health-related, scientific, political
- ☐ states a position on the issue and logical reasons for adopting that position
- ☐ states two or more opposing positions on the issue and logical reasons for adopting each position
- ☐ describes interrelationships among different perspectives/points of view
- ☐ determines accuracy/currency/reliability of information and ideas

Collaboration and Teamwork

- ☐ shares work appropriately among group members
- ☐ respects and considers the views of others
- ☐ negotiates solutions to the health-related issue

Evaluating Choices/Making Decisions

- ☐ identifies important and appropriate alternatives regarding the issue
- ☐ establishes knowledge- and value-based criteria for assessing each alternative
- ☐ selects an appropriate alternative by showing differences among choices
- ☐ assesses strengths/weaknesses of decisions by considering consequences
- ☐ communicates ideas in logical sequence to justify choices/decisions made
- ☐ ______________________________
  ____
  ____
  ____

COMMENTS

CONCEPT TEST: MUSCULAR/SKELETAL - SAMPLE QUESTIONS CHM210-1

1. Muscles are attached to bone by
   a) ligaments
   b) cartilage
   c) joints
   [✓ d) tendons]

2. A muscle contraction that increases the tension in muscles without producing movement is called:
   [✓ a) isotonic]
   b) tetanus
   c) isometric
   d) treppe

3. The movement of a skeletal muscle that makes the angle at the joint smaller is called
   a) abduction
   [✓ b) flexion]
   c) extension
   d) adduction

4. Inflammation of a fluid-filled sac near a bone is called:
   a) tendinitis
   [✓ b) bursitis]
   c) carpal tunnel syndrome
   d) myositis

5. **Read this case statement and answer the following question:**

   Driver J and his two companions tried to race an oncoming train to an intersection. J misjudged the speed of the train, and the train crashed into the car. All occupants of the car received multiple injuries.

   Driver J was thrown against the steering wheel, which punctured his chest. This puncture involved the muscles between the ribs called the:
   a) diaphragm
   [✓ b) intercostal muscles]
   c) sacrospinalis
   d) external abdominal oblique

6. Infant bones are softer and more flexible because they are composed largely of:
   [✓ a) cartilage]
   b) calcium
   c) marrow
   d) periosteum

7. The purpose of discs between vertebrae is to:
   a) provide strength and support
   b) link the vertebral column together
   [✓ c) provide flexibility and absorb shocks]
   d) protect the spinal cord

8. The large hole in the centre of each vertebrae is called the:
   a) spine or spinous process
   [✓ b) foramen]
   c) body
   d) spinal cord

9. An injury resulting in rupturing or tearing of the ligaments is called a:
   a) dislocation
   b) simple fracture
   [✓ c) sprain]
   d) greenstick fracture

10. An infection of bone caused by pus-producing bacteria is called:
    a) osteoporosis
    b) rickets
    [✓ c) osteomyelitis]
    d) lordosis

PRESENTATIONS/REPORTS: MUSCULAR/SKELETAL CONDITIONS CMH210–2

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ describes a selected muscular/skeletal condition as to:
  - – pathology (causes, signs, symptoms)
  - – treatment
  - – prevention
  - – social, emotional and economic impact on the individual, family and community
  - – community support resources available

Presenting/Reporting

- ☐ demonstrates effective use of at least two communication media:
  - *e.g. written:* *spelling, punctuation, grammar, format (formal/informal)*
  - *oral:* *voice projection, body language, appearance*
  - *audio-visual:* *techniques, tools, clarity*
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list that includes five or more relevant information sources

COMMENTS

MUSCULAR/SKELETAL: SAMPLE SCENARIOS CMH210-3

Note: Use Tool CMHSAW to assess student competency.

SCENARIO
Brendon was trying out for the senior basketball team and wanted to be in top shape. They had just finished a practise in the gym but he and Trevor decided to go for a couple of laps around the outdoor track to finish off their day. As they were running out to the track Brendon stepped in a gopher hole and twisted his right ankle.
Sarah and Melissa were walking home from their band practise. The weather had been nasty with freezing rain and cooler temperatures. "I wish we had phoned Mom to come and get us" said Sarah. Just then Melissa slipped and fell backwards with her right arm stretched back to try to save herself from banging her head.

RESEARCH PROCESS: COMPLEMENTARY THERAPIES CMH211-1

TASK	RATING
Planning and Presentation	4 3 2 1 0 N/A
Information Gathering and Processing	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and establishes steps to achieve them
- ☐ creates and adheres to useful timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively

Information Gathering and Processing
- ☐ accesses a range of relevant in-school/community resources
- ☐ uses a range of information-gathering techniques
- ☐ interprets sequence
- ☐ records information accurately with appropriate supporting detail and uses correct technical terms
- ☐ determines accuracy/currency/reliability of information sources
- ☐ gathers and responds to feedback regarding approach to the task

Content
- ☐ researches and critiques one complementary therapy as to:
  - specific components
  - ethical considerations
  - consumer issues
  - community resources
  - prevalence of the therapy
  - future outlook for the therapy
  - career opportunities including personal characteristics, education/training, working conditions, salaries & benefits, employment/entrepreneurial opportunities

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems

Information Sharing
- ☐ demonstrates effective use of one or more communication media:
  e.g. written, oral, audio-visual
- ☐ communicates ideas in a logical sequence with sufficient supporting detail
- ☐ maintains acceptable grammatical and technical standards
- ☐ cites five or more relevant information sources

COMMENTS

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PRESENTATIONS/REPORTS: SPORTS FIRST AID

CMH213–1

TASK	RATING					
Planning and Preparation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ describes 3 roles and responsibilities of an Athletic First Aider
- ☐ identifies and describes a minimum of 8 activities that will contribute to a healthy athlete and help reduce sports injuries
- ☐ identifies the body structures most susceptible to athletic injuries
- ☐ describes the most common athletic injuries

Presenting/Reporting

- ☐ demonstrates effective use of at least two communication media:
  - *e.g. written:* *spelling, punctuation, grammar, format (formal/informal)*
  - *oral:* *voice projection, body language, appearance*
  - *audio-visual:* *techniques, tools, clarity*
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list that includes five or more relevant information sources

COMMENTS

Note: Use Tool CMHSAW to assess student competency

SCENARIOS
Gail is playing racketball when she suddenly has a coughing spell and then falls to the ground unconscious.
PE 20 class is practicing golf at a driving range. Leah accidentally walks behind Darcy just as he is taking a backswing and accidentally hits Leah. She is conscious but has a lot of bleeding near her left eye.
Joe is playing on the school football team. During a game, he is hit hard from behind. He loses consciousness for 2 minutes, has a bleeding scalp wound and complains of tingling in his feet.
In a soccer game, Kathy rolls her ankle laterally. She complains of a large amount of pain, has restricted range of motion, considerable bruising and swelling and some deformity.
Jack is running with a friend when he complains of muscle cramps, headache, nausea and vomiting. His behaviour is irrational and his skin is cold and clammy.

CONCEPT TEST: SPORTS FIRST AID - SAMPLE QUESTIONS

CHM213-3

1. The primary responsibility of the Athletic First Aider is to:
   [✓ a)] provide first aid
   b) nutritional guidance
   c) treat recurrent sports injuries
   d) complete physical examinations for athletes

2. Which of the following pieces of information would be necessary on a Athletes Medical Form:
   a) medications
   b) allergies
   c) contact lenses
   [✓ d)] all of the above

3. An athlete who is taking prescribed drugs:
   [✓ a)] should receive physician approval to exercise
   b) is not allowed to compete in team events
   c) can become seriously ill after intense exercise
   d) can exercise without any restrictions

4. Weight Control
   a) has no bearing on injury prevention
   b) should never be practiced by an athlete
   [✓ c)] places less stress on the musculoskeletal system
   d) will reduce physical ability

5. The use of alcohol can predispose an athlete to injury because:
   [✓ a)] it slows thinking and response time
   b) it increases heart rate
   c) it can cause shock symptoms
   d) it speeds up reaction time

6. Goalie pads protect by:
   a) dispersing the force
   b) deflecting the force
   c) supporting the joints
   [✓ d)] absorbing the force

7. List three possible hazards that can make an environment unsafe.

8. Muscles fatigue quickly and stop contracting because:
   a) there is an over-accumulation of carbon dioxide
   [✓ b)] there is an over-accumulation of lactic acid
   c) the athlete has been involved in aerobic exercise for an excessive length of time
   d) the athlete ate before the competition

9. Which statement is true:
   a) sprinters only need to develop aerobic power
   b) anaerobic power would be essential for gymnastics
   [✓ c)] aerobic and anaerobic power is necessary for any well-trained athlete
   d) aerobic power is exercise provided without the benefit of oxygen

10. Strength is defined as:
    [✓ a)] amount of force a muscle can exert
    b) the number of times a muscle can contract
    c) how long a muscle can remain contracted
    d) how quickly a muscle recovers after contraction

11. The range of motion that a joint can move through is referred to as:
    a) hyper-mobility
    b) hyper-extension
    c) muscular strength
    [✓ d)] flexibility

12. Which fact is true?
    a) nerve impulse travels faster through cold tissue
    [✓ b)] warming up will reduce resistance to stretch
    c) stretching exercises are performed before warming up exercises
    d) warming up exercises decrease cardiac output

13. Which of the following is not a good hygiene practice?
    [✓ a)] the use of common water bottles
    b) the use of footwear during showers
    c) proper disinfection of equipment exposed to body fluids
    d) covering all open wounds during competition

14. Injuries that heal but leave the body structures weakened or stretched are classified as:
    a) acute
    [✓ b)] recurrent
    c) chronic
    d) infectious

15. Which statement is incorrect:
    a) loss of function can indicate a fracture or a sprain
    b) a broken bone that penetrates through the skin is called a compound fracture
    c) apply ice to a closed fracture
    [✓ d)] sprains are less serious than fractures and do not require a medical referral

16. A muscle strain:
    a) results from a blow to the muscle
    [✓ b)] occurs when muscle fibres are torn
    c) should initially be treated with heat until the swelling stops
    d) occurs when a joint is moved beyond its normal range of motion

17. If a joint is dislocated:
    - [✓ a)] splint and treat as a fracture
    - b) gently place the joint in its normal position
    - c) gently encourage the athlete to move the joint to prevent stiffening
    - d) refer to a physician only if there is severe bruising, pain, swelling and instability

18. The first aid for any suspected injury to the central nervous system would include:
    - a) remove the athlete from the playing field
    - b) remove the athlete only after applying a cervical collar
    - c) place the athlete on a stretcher before moving him/her
    - [✓ d)] complete immobilization until the athlete is examined by medical personnel

19. R.I.C.E means:
    - [✓ a)] rest, ice, compression, elevation
    - b) rest, immobilize, cold, exercise
    - c) rehabilitation, immobilize, cold, exercise
    - d) rest, ice, comfort, elevate

20. The suggested regimen for R.I.C.E includes all but one of the following activities:
    - a) apply ice directly to the injured area
    - [✓ b)] apply ice for 20 minutes out of every half hour for the first 48 hours
    - c) use compression at all times except when sleeping
    - d) elevate the injured part above the level of the heart

21. List four pieces of information you must have for an Emergency Action Plan

22. A.B.C.C. means: ______________________

23. In order to assess an athlete's breathing:
    - a) place the athlete on his/her back before conducting an assessment
    - b) remove the helmet so that you can assess properly
    - [✓ c)] look, listen and feel to determine air exchange
    - d) give two breaths to see if the chest rises

24. Control of severe bleeding includes:
    - a) elevate the athlete's head and shoulders above the injury
    - [✓ b)] direct pressure to the injury
    - c) use a tourniquet if bleeding cannot be stopped
    - d) direct pressure to the site below the injury

25. Shock
    - a) only occurs if an injury is severe
    - b) is treated with cold packs to the forehead
    - [✓ c)] is treated by keeping the athlete warm
    - d) is easily recognized because the athlete will appear flushed and hot

26. Loss of recent memory, headache, nausea, mental confusion and disturbances in vision would be indications of:
    - a) abdominal injury
    - b) severe blood loss
    - c) shock
    - [✓ d)] head injury

27. Which of the following activities could result in an infection?
    - a) covering blisters as they form
    - b) washing abrasions with soap and water
    - c) covering minor abrasions with a sterile bandage
    - [✓ d)] applying ointments or creams to lacerations

28. Temporary paralysis (spasm) of the diaphragm:
    - a) can be relieved by laying flat
    - b) usually subsides with rest and reassurance
    - c) is relieved by taking short, fast breaths
    - [✓ d)] requires immediate rescue breathing

29. Which of the following required referral to medical personnel?
    - a) a contusion to the area around the mouth
    - [✓ b)] blurred or double vision
    - c) small foreign objects in the eye that can be flushed out
    - d) minor bleeding in the eye with the absence of other symptoms

30. If a tooth is knocked out and player is unconscious:
    - a) clean the tooth with hydrogen peroxide
    - [✓ b)] wrap the tooth in a saline soaked gauze
    - c) attempt to replace the tooth
    - d) apply heat to encourage clot formation in the socket

31. Heat exhaustion can be prevented by:
    - a) the use of salt tablets before exercising
    - [✓ b)] adequate hydration before and during exercise
    - c) avoid heavy exercise in humid weather
    - d) practicing in the early morning or later in the evening

32. Factors that increase the risk of hypothermia include:
    - a) wet clothing
    - b) tight fitting clothes
    - c) use of alcohol
    - [✓ d)] all of the above

PRESENTATIONS/REPORTS: GAME PLAN PREPARATIONS CMH213–4

TASK	RATING					
Planning and Preparation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant in-school/community resources
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ plans and uses time effectively
☐ gathers and responds to feedback regarding approach to task and project status

Content

☐ outlines an ideal emergency plan that will ensure that injured athletes receive the necessary care as quickly as possible
☐ indicates what information should be included on an Athletes Medical Information card
☐ identifies supplies that should be included in a Sports First Aid kit
☐ explains why an Athletic First Aider must be attentive throughout the game
☐ describes the ABCC protocol
☐ indicates when and how an athlete with a minor injury could be moved
☐ lists the criteria that must be met before an athlete returns to complete activity

Presenting/Reporting

☐ demonstrates effective use of at least two communication media:
e.g. written: spelling, punctuation, grammar, format (formal/informal)
oral: voice projection, body language, appearance
audio-visual: techniques, tools, clarity
☐ maintains acceptable grammatical and technical standards through proof-reading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates ideas into a logical sequence with sufficient supporting detail
☐ states a conclusion by synthesizing the information gathered
☐ provides a reference list that includes five or more relevant information sources

COMMENTS

FAMILY LIFE CYCLE CHART CMH301–1

Family Life Cycle	Definition	Focus Of This Stage	Roles & Responsibility	Family Dynamics	Example
Beginning	• *two people living together in a committed relationship*	• *establishing a home* • *acting as a team* • *setting career goals*	• *establishing daily routines* • *resource management*	• *working out relationships with others, e.g., family/friends*	
Expanding	• *choosing to have children, 0 - preschool*	• *birth of children* • *childcare issues*	• *childcare* • *budgeting money*	• *maintaining relationships as a couple, e.g., while establishing relationships with children*	
Developing	• *children, parents, kindergarten to grade 12*	• *focus turns to school and community resources* • *skills towards independence (for children)*	• *supporting skills development and children more through school*	• *adjusting to outside influences, e.g., school, community peers*	
Launching	• *children leaving home (when first leave home)*	• *children move out to set up own residence*	• *support and encouragement* • *financial support/emotional support*	• *parents adjust to change of influence in children's lives* • *children adjust to greater autonomy*	
Middle Age	• *children gone* • *parent(s) alone, still employed*	• *establishing new goals and purpose*	• *establishing plans for retirement* • *finding new challenges*	• *reestablish personal relationships (friends, spousal, children)*	
Retirement	• *leaving employment*	• *resource/time management* • *self development*	• *maintaining activity level that is personally rewarding* • *maintaining supportive role for children's families*	• *establishing new roles and new family relationships (grandchildren/in-laws)*	

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	3	2	1	0
exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

PRESENTATIONS/REPORTS: FAMILY COMPARISON CMH301-2

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

- ☐ completes a comparative analysis of at least two cultures as to:
  - family structure
  - family dynamics
  - family traditions
  - education and health beliefs/practices

Teamwork and Collaboration

- ☐ cooperates with team members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity, solutions to problems
- ☐ displays effective communication and leadership skills

Presenting/Reporting

- ☐ demonstrates effective use of at least communication media:
  - *e.g.: written: spelling, punctuation, grammar, format (formal/informal)*
  - *oral: voice projection, body language, appearance*
  - *audio-visual: techniques, tools, clarity*
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS:

PRESENTATIONS/REPORTS: CHANGE AND FAMILY WELL-BEING CMH301–3

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

- ☐ assesses the influence of change on all dimensions of well-being. Discusses the impact of one change in each of the following categories:
  - career changes
  - relationship changes
  - personal changes
  - financial changes

Presenting/Reporting

- ☐ demonstrates effective use of a variety of communication media:
  e.g.: written: spelling, punctuation, grammar, format (formal/informal)
  oral: voice projection, body language, appearance
  audio-visual: techniques, tools, clarity
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS

SCENARIO ASSESSMENT WORKSHEET

CMH302–1

STANDARD	Students working at standard must analyze the scenarios as described in the module. The rating scale on the bottom defines the level of competencies and should be applied when assessing student performance. Standard performance rating is stated in the module.

SCENARIO	ISSUES ACCORDING TO PARENTAL SYTLE	SOLUTIONS/PLAN OF ACTION		CONCLUSION/FOLLOW UP	
		PRIORITY	FURTHER STEPS	RATIONALE	OUTCOMES
1.	a) Authoritarian				
	b) Authoritative (Democratic)				
	c) Permissive				
2.	a) Authoritarian				
	b) Authoritative (Democratic)				
	c) Permissive				

Rating Scale

The student:

4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	not applicable.

PRESENTATIONS/REPORTS: PARENTING STYLES COMPARISON CMH302-2

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

- ☐ compares the parenting styles and the affect on family dynamics of at least two different cultures

Teamwork and Collaboration

- ☐ cooperates with team members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity, solutions to problems
- ☐ displays effective communication and leadership skills

Presenting/Reporting

- ☐ demonstrates effective use of a variety of communication media:
  - *e.g.: written: spelling, punctuation, grammar, format (formal/informal)*
  - *oral: voice projection, body language, appearance*
  - *audio-visual: techniques, tools, clarity*
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS:

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PRESENTATIONS/REPORTS: PARENTING CMH302–3

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning
- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:
- ☐ identifies the rewards and challenges of parenting throughout the family lifecycle
- ☐ assesses his/her own personal readiness for parenting

Presenting/Reporting
- ☐ demonstrates effective use of a variety of communication media:
  e.g.: written: spelling, punctuation, grammar, format (formal/informal)
  oral: voice projection, body language, appearance
  audio-visual: techniques, tools, clarity
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS:

PARENTING: SAMPLE SCENARIOS CMH302–4

Note: Use Tool CMH302-1 to assess student competency.

SCENARIO
Kelsey and Thomas, twins, enjoy playing with their lego. They do not, however, enjoy picking it up and putting it away when they are finished.
Melissa, a fourteen year old grade 8 student, has been asked to go to a rock concert by Jordan, an eighteen year old grade twelve student. Melissa's parents have some concerns.
Jennifer's mother, who is a single working parent, would like Jennifer to prepare dinner twice during the week on the evenings she has to work late. In addition to this, Jennifer is expected to help with the dishes and to keep her room tidy. Jennifer claims that too much is expected of her, and refuses to accept responsibility for these "chores".

PRESENTATIONS/REPORTS: SENIORS' CONTRIBUTIONS CMH303–1

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning
- ☐ sets goals and describes steps to achieve them
- ☐ creates and adheres to detailed timeline
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approaches to the task and project status based on feedback and reflection

Content:
- ☐ identifies the contributions seniors are making to society
- ☐ assesses the impact of these contributions:
  - to the individual
  - to the family
  - to the community
  - globally

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication and leadership skills

Information Sharing
- ☐ demonstrates effective use of a variety of communication media:
  e.g.: written, oral, audio-visual
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing seven or more relevant information sources

COMMENTS:

1. As they age, some people feel that life no longer has meaning for them. This emotional change may be caused by several things for the aging individual; name three.

2. John and Judy have lived for thirty years in a large bungalow on an acreage. They are finding the upkeep of the home too demanding and have decided to look into other housing. What choices may they consider?
   condominium
   over-55 housing development
   seniors apartments

3. The National Safety Council reports that preventable injuries are the 6th leading cause of death among those 65 years of age and older. Many of these injuries occur in the home. Name four things that could be done to make the home safer for older people.
   clear traffic areas of extraneous furniture
   skid-resistant rugs and bath mats
   good lighting on sidewalks and stairwells
   modifying for wheelchair accessibility if needed

4. Aging affects people in many ways. Changes occur physically, mentally, socially and emotionally. Give two changes that may occur in each of the three areas.
   physical: – *body weakens*
   – *bones may break more easily*
   – *muscle tone and abilities decrease*
   mental: – *memory loss may occur*
   – *often increased logic and understanding*
   social: – *gender roles become more similar*
   – *friendships may become more important*
   – *may become depressed and discouraged easily*
   – *strong sense of loss when loved one dies*

5. Two theories explain how the lives of older adults change as they age. Name and explain both theories
   a) *Activity Theory:*
      – *"use it or lose it"*
      – *stay busy as long as possible*
   b) *Disengagement Theory:*
      – *withdrawal from others and activity.*

6. Which of the following senses is the first to deteriorate as we age?
   a) sight
   [✓ *b)*] *hearing*
   c) taste
   d) touch

7. Which of the following statements is FALSE?
   a) most elderly people need to reduce their calorie intake
   b) the bones of elderly people change in composition
   [✓ *c)*] *older people should not exercise because they tire easily*
   d) older people have wrinkles because their skin loses its elasticity

8. Which of the following statements is not true of menopause?
   [✓ *a)*] *inability to have sex*
   b) psychological and emotional changes
   c) hot flashes
   d) irregular hormone production

9. At what age does the body begin to age?
   a) 20
   [✓ *b)*] *25*
   c) 30
   d) 35

PRESENTATIONS/REPORTS: AGING CMH303-3

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them

☐ uses personal initiative to formulate questions and find answers

☐ accesses a range of relevant information sources and recognizes when additional information is required

☐ interprets, organizes and combines information in creative and thoughtful ways

☐ records information accurately using appropriate technical terms and supporting detail

☐ plans and uses time effectively, prioritizing tasks on a consistent basis

☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

☐ describes an age related condition as to:
- signs and symptoms
- treatment and care
- impact on the individual, the family, and the community

☐ identifies the community support resources that are available

Presenting/Reporting

☐ demonstrates effective use of a variety of communication media:

e.g.: written: spelling, punctuation, grammar, format (formal/informal)

oral: voice projection, body language, appearance

audio-visual: techniques, tools, clarity

☐ maintains acceptable grammatical and technical standards through proof-reading and editing

☐ provides an introduction that describes the purpose and scope of the project

☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

☐ states a conclusion by analyzing and synthesizing the information gathered

☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS:

Note: Use Tool CMHSAW to assess student competency.

SCENARIO
Karna's grandfather has become very depressed. He's stopped taking care of himself and is often unshaven, unbathed, and wearing dirty clothing. He mutters that all of his friends have died and there is no one who needs him or is interested in him anymore. He has begun drinking heavily.
Alex's grandfather often does not respond when Alex asks a question of him. He often will sit there and nod. He complains that nobody wants to talk to him anymore. Alex's grandmother says that her husband needs a hearing aid but that he refuses to even visit a hearing specialist.
Two couples, the Smiths and the Joneses, were friends for thirty years. They took holidays together, enjoyed square dancing and played bridge at least once a week. Mr. Smith, while square dancing, had a heart attack and died. The Joneses are devastated at the loss of a close friend, but have resolved to move on. However, the relationship with Mrs. Smith is now very uncomfortable and everyone is unsure of how to deal with it.
Mary comes into her mother's home and finds the kitchen filled with smoke. Her mother, aged 75, is rocking quietly in front of the television, unaware that the tea kettle had boiled dry. This is the fourth or fifth time that Mary has found such an incident while visiting. Two weeks later, the community health nurse meets with Mary and family to discuss alternative services. Mary's mother is furious with them and has vowed to never forgive them.
Shawn, the youngest of four children, always enjoyed a special relationship with his parents. He assumed that his children would discover the wonderful qualities of their grandparents when and if he became a father. Now Shawn's parents are retired and are enjoying the "golden years". They are actively involved with their friends, travel extensively and volunteer at their local church. Shawn would like them to spend time with his sons. However, when he calls his parents, they have often already made plans. Shawn accuses his parents of not caring for his children and is resentful of their carefree lifestyle.

CONCEPT TEST: PRE- AND POST-NATAL CARE—SAMPLE QUESTIONS CHM304-1

1. The purpose of fontanelles is:
   - [✓ a)] to allow the skull bones to overlap during childbirth
   - b) to provide a barrier on the surface of the skin
   - c) to allow cerebral spinal fluid to circulate
   - d) to provide immunity for the first 2 months of life

2. Any defect or abnormality present at birth is called:
   - a) hereditary
   - b) chronic
   - c) degenerations
   - [✓ d)] congenital

3. Colostrum is:
   - [✓ a)] the first breast milk composed of white blood cells and serum
   - b) the first bowel movement of a newborn
   - c) the soft spots on the baby's head
   - d) pinhead-sized white spots on the baby's face

4. A positive sign of pregnancy is:
   - a) morning sickness
   - b) enlargement of the uterus
   - [✓ c)] fetal pulse
   - d) positive Aschheim-Zondk test

5. The blastoderm is made up of layers of cells. The outer layer called the ecoderm develops into the:
   - a) skeleton and muscles
   - b) internal organs
   - c) digestive system
   - [✓ d)] brain and nervous system

6. Descent of the fetal head into the pelvis toward the end of gestation is called:
   - [✓ a)] lightening
   - b) effacement
   - c) labor
   - d) false labor

7. The widening of the cervical opening during labor and delivery is called:
   - a) contraction
   - b) engagement
   - [✓ c)] dilatation
   - d) prolapse

8. What type of tissue is the uterus composed mainly of?
   - [✓ a)] muscle
   - b) epithelial
   - c) connective
   - d) placenta

9. The technique by which amniotic fluid is removed using a needle to screen for genetic disorders or diseases is:
   - a) ultrasound
   - b) abortion
   - c) genetic engineering
   - [✓ d)] amniocentesis

10. Ova travel from the ovaries to the uterus through the:
    - a) internal os
    - b) external os
    - [✓ c)] fallopian tubes
    - d) fascia

PRESENTATIONS/REPORTS: PRE- AND POST-NATAL CARE CMH304–2

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

- ☐ identifies signs and symptoms of pregnancy
- ☐ describes embryonic/fetal development
- ☐ describes maternal changes that accompany each body system
- ☐ outlines special care of fetus and mother during pregnancy
  - – demonstrates prenatal and postnatal exercises
  - – plans a nutritional diet
- ☐ recognizes signs of impending labor and delivery
- ☐ describes the process of labor and delivery
  - – outlines procedures to follow during an emergency child birth
- ☐ outlines procedures to following during the puerperium:
  - – feeding
  - – personal care of the infant
  - – personal care of the mother
  - – bonding
- ☐ discusses complications that can occur during pregnancy, labor, delivery and the puerperium period

Content (continued)

- ☐ discusses the rights and roles/responsibilities of the father
- ☐ determines the impact of pregnancy, labor, delivery and the post-natal period on:
  - – mother
  - – father
  - – siblings
  - – extended family
- ☐ compares how (maternal) age differences can impact pregnancy and post-natal care
  - – physical
  - – social
  - – emotional
  - – economic
- ☐ compares and contrasts the impact of pregnancy and post-natal care on two different cultures:
  - – mother
  - – father
  - – siblings
  - – family

Presenting/Reporting

- ☐ demonstrates effective use of a variety of communication media:

  e.g.: written: spelling, punctuation, grammar, format (formal/informal)

  oral: voice projection, body language, appearance

  audio-visual: techniques, tools, clarity
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

Note: Use Tool CMHSAW to assess student competencies.

SCENARIO
Susan is a Grade 12 student who is very athletic. When she visited the doctor for her pre-basketball physical examination, she found out she was pregnant.
Nazima is a 23 year old Muslim woman. This is her first pregnancy. She moved to Westlock from Pakistan 7 months ago to marry her husband Salim. The marriage was arranged by the families and the young couple seem to be happy in their new home. They observe traditional religious practises. The observation of Ramadan begins in two weeks.
Gail is a young married woman who has just learned that she is expecting her third child. She describes herself as a "light smoker (15 cigarettes a day) and a moderate drinker in social situations". Her other two children are healthy. Her husband Dan works on oil rigs and is home every three weeks.

DAY CARE ASSESSMENT TOOL **CMH305–1**

STANDARD: Students working at or above standard must complete the appropriate exercise and Learning Records from the 1995 *Self Study Orientation Course for Day Care Staff.* Note: Teachers may use alternative activities to develop and access competencies. The rating scale outlines a continuum of learning by describing behaviours associated with each level of performance. A minimum level of performance has been established. Students are expected to meet or exceed this level of performance.

Rating	Exercises	Rating	Learning Records
	PM 8-16/17		PM 8-21
	PM 8-18		PM 9-17/18
	PM 10-8 & PM10-9		PM 9-19/20
	PM 10-13/14		PM 10-15
	PM 11-4/5		PM 10-17/18
	PM 11-7		PM 11-14
	PM 11-9		PM 11-17
	PM 12-3✱		PM 13-7/8/9
	PM 12-7/8✱		PM 13-15/16
	PM 12-10✱		PM 13-17/18/19
	PM 12-11✱		PM 14-14
	PM 12-12/13✱		PM 14-15
	PM 12-15/16✱		PM 15-9
	PM 13-7/8/9		PM 15-10

✱ **Alternative activity – see module**

DAYCARE II

Number	Learning Record Name
PM 8–15/16/17	*What Kind of an Experience is This?*
PM 8–18	*What Kind of Response is This?*
PM 10–8	*The Adult Role in the Play Program*
PM 10–9	*Facilitating Play video Guide: Providing for Play*
PM 10–13/14	*Involvement*
PM 11–4/5	*Eating Together*
PM 11–7	*Making Rest Time Restful*
PM 11–9	*Toileting Practices*
PM 12–7/8	*Prevention: The Day Care Environment*
PM 12–10	*Prevention: Establishing Guidelines*
PM 12–12/13	*Intervention: Redirecting Children's Play*
PM 12–15/16	*Guidance Situations for Discussion*
PM 13–7/8/9	*Some Questions about the Day Care Regulation*
Number	**Exercise Name**
PM 8–21/22	*Planning a Creative Experience*
PM 9–17/18	*Is This an Example of Play?*
PM 9–19/20	*What is the Value of this Play?*
PM 10–15	*Participating in Play*
PM 10–17/18	*Recording an Example of Facilitating Play*
PM 11–14	*Viewing "Day Care Matters - #03 Nurturing Through Physical Routines" Video*
PM11–17	*Smooth, Unhurried Transitions*
PM 13–15/16	*Day Care Centres–A Healthy Place to Be*
PM 13–17/18/19	*Day Care – A Safe Place to Be*
PM 14–14	*Resources in My Community*
PM 14–15	*Video: Supporting Family Relationships*
PM 15–10	*Agencies Dealing with Child Abuse*

Rating Scale
The student:

4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	not applicable.

PRESENTATIONS/REPORTS: CHILD ABUSE CMH305–2

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

- ☐ describes signs of child abuse and responsibility of day care workers to report suspected abuse, include:
  - types of child abuse
  - indicators of child abuse
  - ways of responding to child abuse
  - ways caregivers can help prevent child abuse.

Presenting/Reporting

- ☐ demonstrates effective use of a variety of communication media:
  e.g.: written: spelling, punctuation, grammar, format (formal/informal)
  oral: voice projection, body language, appearance
  audio-visual: techniques, tools, clarity
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS:

PRESENTATIONS/REPORTS: DEATH AND DYING CMH306–1

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

- ☐ examines the theme of "loss" as to:
  - the grief process
  - physical, mental and social issues
- ☐ identifies the stages of dying and the palliative process with reference to:
  - physical changes
  - emotional needs
  - palliative care
- ☐ outlines procedures following death:
  - post mortem care
  - bereavement support

Content (continued)

- ☐ discusses impact on caregiver:
  - caregiver stress/grief
  - ways to access support
- ☐ identifies community support resources

Presenting/Reporting

- ☐ demonstrates effective use of a variety of communication media:
  - *e.g.: written: spelling, punctuation, grammar, format (formal/informal)*
  - *oral: voice projection, body language, appearance*
  - *audio-visual: techniques, tools, clarity*
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS:

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RESEARCH PROCESS: CHALLENGED INDIVIDUALS CMH307–1

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ creates and adheres to detailed timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis.

Information Gathering and Processing

- ☐ accesses a range of relevant information sources and recognizes when additional information is required.
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying biases/assumptions/values in information sources
- ☐ assesses and refines approaches to the task and project status based on feedback and reflection

Content

- ☐ researches a minimum of two challenged individuals with regard to:
  - description of the condition (causes, signs, symptoms)
  - treatments
  - resources and technologies available
  - social, emotional and economic impact on the individual, the family and the community.

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates, with sensitivity, solutions to problems
- ☐ display effective communication and leadership skills

Information Sharing

- ☐ demonstrates effective use of a variety of communication media:
  e.g. written, oral, audio-visual
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing seven or more relevant information sources.

COMMENTS:

CONCEPT TEST: DIGESTION/ELIMINATION SYSTEMS CMH308–1

1. The lower jaw is the:
   - a) *maxilla*
   - b) *gingiva*
   - [✓ c)] *mandible*
   - d) *uvula.*

2. The enzyme contained in saliva is:
   - a) *pepsin*
   - [✓ b)] *ptyalin*
   - c) *steapsin*
   - d) *insulin.*

3. When you swallow, this flap of cartilage prevents food from going down your trachea and into your lungs:
   - a) *bolus*
   - [✓ b)] *epiglottis*
   - c) *rugae*
   - d) *LES.*

4. The semi-liquid mixture of food and gastric juice that is formed in the stomach and enters the small intestine is called:
   - a) *bolus*
   - b) *cycle*
   - c) *slime*
   - [✓ d)] *chyme*

5. An inflammation of the stomach lining is called:
   - a) *flatus*
   - [✓ b)] *gastritis*
   - c) *esophagitis*
   - d) *pylorus*

6. A yellowish skin colour cased by the absorption of bile into the bloodstream is:
   - a) *carotinemia*
   - b) *cyanosis*
   - c) *pallor*
   - [✓ d)] *jaundice*

7. Describe how the small intestine prepares food for absorption.

8. Describe the digestive function of the liver.

9. Match each description in column I with the correct term in column II.

COLUMN I

_______ waste product eliminated through lungs
_______ blood filter
_______ stones in the kidneys
_______ water and nitrogenous wastes
_______ inflammation of the mucous membrane lining the bladder
_______ helps regulation of body temperature
_______ urinary duct

COLUMN II

A) anuria
B) calculi
C) carbon dioxide
D) cystitis
H) uremia
I) ureter
J) urine
K) urinometer

PRESENTATIONS/REPORTS: DIGESTION/ELIMINATION CONDITIONS CMH308–2

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content

- ☐ describes a selected digestion/elimination condition as to:
  - pathology (causes, signs, symptoms)
  - treatment
  - prevention
  - social, emotional and economic impact on the individual, family and community
  - community support resources available.

Presenting/Reporting

- ☐ demonstrates effective use of a variety of communication media:

  e.g.: written: spelling, punctuation, grammar, format (formal/informal)

  oral: voice projection, body language, appearance

  audio-visual: techniques, tools, clarity
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS:

Note: Use Tool CMHSAW to assess student competencies.

SCENARIO
Ryan is two years old and just learning how to use the toilet. Unfortunately, when he was urinating in the toilet, the lid slammed shut.
Dillon is 3 months old. for the past two days, he has had diarrhea that is so watery that it seeps out his diaper. Now he is vomiting whenever he has his bottle. He has a fever of 39°C, is flushed, his skin is dry and his fontanelle is sunken.
Kathy is 20 years old. She woke up this morning complaining of abdominal pain. She has rebound tenderness in her lower right quadrant. Kathy is nauseated and has a fever. She has not had a bowel movement for at least 36 hours.
Joyce is a lifeguard at the Taber swimming pool. She is in and out of the water several times a day. Lately, she has had to make more frequent trips to the washroom and twice, she lost some urine before she could get there. She has not felt well the past week and experiences a burning sensation when she voids.

CONCEPT TEST: NERVOUS/ENDOCRINE SYSTEMS CMH309-1

1. The basic functioning unit of the nervous system is the:
   - *a) nephron*
   - [✓ *b)*] *neuron*
   - *c) moron*
   - *d) astrocycte*

2. The method by which the nervous system transmits information is:
   - *a) hormones*
   - *b) neurons*
   - *c) filtration*
   - [✓ *d)*] *nerve impulses*

3. The circulating fluid found in the central nervous system is:
   - *a) blood*
   - [✓ *b)*] *cerebrospinal fluid*
   - *c) water*
   - *d) lacrimal fluid*

4. Define the following terms:
   - a) Steroids:
     - *organic compound derived from fats*
   - b) Polyphagia:
     - *excessive eating*
   - c) Glycosuria
     - *sugar in urine*

5. Complete the following:
   - a) the master gland is called the:
     - *pituitary*
   - b) Diabetes is caused by hypofunction of the:
     - *pancreas*
   - c) "Fight" and "Flight" glands are called the:
     - *adrenals*

6. If you are assisting in the care of a head-injury patient, you should note and report:
   - *a) disorientation*
   - *b) alterations in speech*
   - *c) changes in levels of consciousness*
   - [✓ *d)*] *all of the above*

7. You come into a room and find a patient having a seizure. You should:
   - *a) leave and find help*
   - *b) restrain the patent's movements*
   - *c) raise the foot of the bed*
   - [✓ *d)*] *remove any object the patient might hit*

8. *Otitis media* is an infection of the:
   - *a) sinus cavities*
   - *b) eye*
   - *c) brain*
   - [✓ *d)*] *middle ear*

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PRESENTATIONS/REPORTS: NERVOUS AND ENDOCRINE SYSTEMS CMH309–2

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

- ☐ describes a selected nervous and endocrine condition as to:
  - pathology (causes, signs, symptoms)
  - treatment
  - prevention
  - social, emotional and economic impact on the individual, the family and the community
  - suggestions to reduce the impact on the individual and the family
  - community support resources available

Presenting/Reporting

- ☐ demonstrates effective use of a variety of communication media:
  - *e.g.: written: spelling, punctuation, grammar, format (formal/informal)*
  - *oral: voice projection, body language, appearance*
  - *audio-visual: techniques, tools, clarity*
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS

Note: Use Tool CMH-SAW to assess student competency.

SCENARIO
Your friend Susan has diabetes. She has explained her condition to you including her daily insulin treatments and her carefully regulated diet. During physical education class you notice that Susan is becoming weak and disoriented. Suddenly she falls and appears injured.
You have asked several friends to your home to a pizza party. Everyone is sitting around talking, laughing and listening to your latest CD when Jason falls to the floor in an epileptic seizure.

PRESENTATIONS/REPORTS: MENTAL HEALTH CMH310–1

TASK	RATING
Planning and Presentation	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting and Reporting	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and establishes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content

- ☐ describes a psychological disorder as to:
  - pathology (causes, signs, symptoms)
  - treatment
  - prevention
  - social, emotional and economic impact on the individual, family and community
  - community support resources available.

Presenting/Reporting

- ☐ demonstrates effective use of a variety of communication media:
  - *e.g. written:* *spelling, punctuation, grammar, format (formal/informal, technical/literary))*
  - *oral:* *voice projection, body language, appearance, enthusiasm, evidence of prior practice*
  - *audio-visual:* *techniques, tools, clarity, speed and pacing*
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS

PRESENTATIONS/REPORTS: TRENDS IN HEALTH SERVICES

CMH311-1

TASK	RATING
Planning and Presentation	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting and Reporting	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and establishes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content

- ☐ compares past, present and future trends in health services
- ☐ community/homecare versus hospitalization
- ☐ cost of hospitalization and homecare
- ☐ effects of changes on medical professionals (job availability, training, autonomy, entrepreneurship, increased use of para-professionals, non-professionals)
- ☐ impacts of changes on the individual, family, community
- ☐ researches education/prevention versus treatment

Presenting/Reporting

- ☐ demonstrates effective use of a variety of communication media:
  - *e.g. written:* *spelling, punctuation, grammar, format (formal/informal, technical/literary))*
  - *oral:* *voice projection, body language, appearance, enthusiasm, evidence of prior practice*
  - *audio-visual:* *techniques, tools, clarity, speed and pacing*
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS

PRESENTATIONS/REPORTS: HEALTH SERVICES CMH311–2

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting and Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and establishes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content
- ☐ discusses the care available in facilities:
  - acute care
  - convalescent care/rehabilitation
  - extended care
  - palliative care
- ☐ discusses the care available in the community
- ☐ discusses the services available in a treatment facility:
  - physicians
  - nursing
  - rehabilitation (occupational & physical therapy)
  - respiratory therapy
  - radiology
  - pathology

Content (continued)
  - dietary
  - housekeeping/maintenance
  - administration/business
  - patient support (social services, pastoral care)
- ☐ describes the purpose of the procedure and the care of the patient before, during and after the following procedures:
  - general surgery
  - less invasive surgery using lasers, fibre optics
  - imaging services (x-ray, CAT scan, ultrasound, MRI)
- ☐ discusses anaesthetic options

Presenting/Reporting
- ☐ demonstrates effective use of a variety of communication media:

  e.g. written: *spelling, punctuation, grammar, format (formal/informal, technical/literary))*

  oral: *voice projection, body language, appearance, enthusiasm, evidence of prior practice*

  audio-visual: *techniques, tools, clarity, speed and pacing*
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence ofd adequate research through a reference list including seven or more relevant information sources

COMMENTS

RESEARCH PROCESS: EMERGING TECHNOLOGIES

CMH311–3

TASK	RATING
Planning and Presentation	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Presenting and Reporting	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and establishes steps to achieve them
- ☐ creates and adheres to detailed timeline
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approaches to the task and project status based on feedback and reflection

Content
- ☐ Technology ____________________
  - – description
  - – availability/accessibility
  - – social impact
  - – emotional impact
  - – economic impact
  - – ethical issues

Content (continued)
- ☐ Technology ____________________
  - – description
  - – availability/accessibility
  - – social impact
  - – emotional impact
  - – economic impact
  - – ethical issues

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates, with sensitivity, solutions to problems
- ☐ displays effective communication and leadership skills

Information Sharing
- ☐ demonstrates effective use of a variety of communication media:
  e.g. written, oral, audio-visual
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing seven or more relevant information sources

COMMENTS

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PRESENTATIONS/REPORTS: CHILD SAFETY

CMH312–1

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting and Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and establishes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assesses and refines approaches to task and project status based on feedback and reflections

Content

☐ describes a minimum of 15 sound practices to childproof the environment, including::
- preventing common accidents
- home safety check
- playground
- transportation
- preventing infection.

Presenting/Reporting

☐ demonstrates effective use of a variety of communication media:
e.g. written: *spelling, punctuation, grammar, format (formal/informal, technical/literary))*
oral: *voice projection, body language, appearance, enthusiasm, evidence of prior practice*
audio-visual: *techniques, tools, clarity, speed and pacing*
☐ maintains acceptable grammatical and technical standards through proof-reading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS

SPORTS FIRST AID MANAGEMENT TASKS CMH313–1

TASK	Equipment	F/A Kit	Facility	Safe Behaviour	Warm-up Activities	Cool-Down Activities
Management	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
Use of Equipment and Tools	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
Tasks	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
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1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Management
- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork
- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills

Use of Equipment and Materials
- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- practises proper sanitation procedures
- minimizes waste of materials
- anticipates potential hazards and emergency response

Tasks
- assists with the maintenance and repair of equipment
- inventories and restocks first aid kit
- assists in the maintenance of the training facility
- assists in promoting safe behaviour of the athlete
- assists in warm-up activities
- assists in cool-down activities

COMMENTS

PRESENTATIONS/REPORTS: Enhancing Athletic Performance CMH313–2

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting and Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and establishes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content

- ☐ Topic 1 ______________________
- ☐ describes performance improving activity
- ☐ describes how this activity will improve athletic performance
- ☐ specifies examples/directions/action plan for completing the activity
- ☐ possible barriers to be avoided

- ☐ Topic 2 ______________________
- ☐ describes performance improving activity
- ☐ describes how this activity will improve athletic performance
- ☐ specifies examples/directions/action plan for completing the activity
- ☐ possible barriers to be avoided

Presenting/Reporting

- ☐ demonstrates effective use of a variety of communication media:
  - *e.g. written: spelling, punctuation, grammar, format (formal/informal, technical/literary)*
  - *oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice*
  - *audio-visual: techniques, tools, clarity, speed and pacing*
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence ofd adequate research through a reference list including seven or more relevant information sources

COMMENTS

RESEARCH PROCESS: Sports Injuries CMH313–3

TASK	RATING					
Planning and Presentation	4	3	2	1	0	N/A
Information Gathering & Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and establishes steps to achieve them
☐ creates and adheres to detailed timeline
☐ uses personal initiative to formulate questions and find answers
☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ demonstrates resourcefulness in collecting data
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ recognizes underlying bias/assumptions/values in information sources
☐ assesses and refines approaches to the task and project status based on feedback and reflection

Content

Sport ______________________________

☐ describes two common injuries as to:
- cause
- assessment and referral
- recommended preventative solutions
- recommended therapeutic solutions
- recommended rehabilitative measures
- describe how these injuries can affect an individual through the lifespan

Content

Sport ______________________________

☐ describes two common injuries as to:
- cause
- assessment & referral
- recommended preventative solutions
- recommended therapeutic solutions
- recommended rehabilitative measures
- describe how these injuries can affect an individual through the lifespan

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates, with sensitivity, solutions to problems
☐ displays effective communication and leadership skills

Information Sharing

☐ demonstrates effective use of a variety of communication media:
e.g. written, oral, audio-visual
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ maintains acceptable grammatical and technical standards
☐ gives evidence of adequate information gathering by citing seven or more relevant information sources

COMMENTS

COMMUNITY HEALTH

SECTION H: LINKAGES/TRANSITIONS

(INTERIM)

TABLE OF CONTENTS

This section of the GSI has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

LINKAGES

With Other CTS Strands H.1
With Other Secondary Programs H.2
With Practical Arts Courses H.3

TRANSITIONS

To the Workplace H.3
To Related Post-secondary Programs H.3

CREDENTIALLING H.3

Charts:

Community Health: Connections with Other CTS Strands H.4
Community Health: Scope and Sequence: Integrating Sports Medicine into Community Health H.5
Community Health: Connections Across the Curriculum H.6
Community Health: Linkages with Career and Life Management H.7
Community Health: Linkages with Science H.8
Community Health: Correlations with Practical Arts H.9

Community Health: Module Relationships to Specific Related Occupations H.11
Community Health: Related Occupations H.12
Community Health: Summary of Related Post-secondary Programs H.14

Credentialling Opportunities in Community Health H.18

LINKAGES/TRANSITIONS

LINKAGES

With Other CTS Strands

Community Health complements modules from a number of other stands, e.g., Agriculture, Cosmetology, Energy and Mines, Fashion Studies, Financial Management, Foods, Forestry, Legal Studies and Wildlife.

Specific examples of these linkages are as follows:

Strand	Module	Linkage
Foods	Nutrition and Athlete Performance	Can be offered in conjunction with a Sports Medicine program.
	Food Basics	Knowledge and skills can be applied when preparing food for children or seniors.
	Nutrition and Digestion	Can be offered in conjunction with Digestion/ Elimination.
Financial Management	Introduction to Financial Management	To apply financial management to daily living skills.
Career Transitions	Project modules	Provide opportunity and direction for students involved in projects beyond the expectations of a given Community Health module.
	Practicum modules	Provides opportunity for students to spend time developing the skills required for certification.
Fashion Studies	Sewing for Others	Can be offered for designing and constructing clothing for children, seniors or challenged individuals.
Enterprise and Innovation	Planning a Venture	A comprehensive school health project.
Legal Studies	Family Law	Used in conjunction with dating, marriage and family studies.
Agriculture Energy & Mines Forestry Wildlife	First Aid/CPR	To ensure students have the knowledge and skills to handle emergency situations in these areas.

A sample junior high integrated home economics course is provided in chart form in this section. Other more general linkages apply to Communication Technology, Design Studies, Information Processing, and Management and Marketing. Charts outlining these linkages are provided in this section (see "Community Health: Connections with Other CTS Strands", page H.4, and Community Health: Scope and Sequence: Integrating Sports Medicine into Community Health", page H.5).

Project modules from the Career Transition strand may be combined with modules from the Community Health strand to provided increased opportunity for students to develop expertise and refine their competencies.

For example:
- practical activities in a community care facility
- acting as a trainer for school or community sports teams
- special interest projects, e.g., women's health issues
- volunteering for community activities to assist seniors or children.

Practicum modules available in Career Transitions provide the time for students to develop the competencies necessary for credentialling from an outside agency.

For example, Level I Certification for Day Care Workers requires the student accesses 2 practicum modules to provide the necessary "hands-on" experiences in a day care setting.

With Other Secondary Programs

For learning to be authentic, it is important to integrate the core and complementary areas of Community Health. Awareness of context of different curricula promotes relevance and reinforces core and complementary concepts.

Examples of linkages between core programs include:

Subject	Linkage
Language Arts	Technical report writing, task analysis, event scheduling and oral and multi-media presentations
Mathematics	Measurement, calculation of linear area and volume measurements, use of fractions, ratios, geometry and trigonometry.
Social Studies	Economics, impact of technology on society, resource development and industrial relationships.
Science	See chart on in this section.

The Community Health stand has many links with the junior and senior high science, health, home economics, sports medicine and CALM programs, and provides opportunities for students to extend and apply knowledge and skills in practical ways (see "Community Health: Connections Across the Curriculum", page H.6).

For example, CALM and Community Health have several common linkages. In Community Health the students will have an opportunity to reinforce, extent and apply a number of knowledge and/or skills components studied in CALM. Collaborative planning between Community Health and CALM instructors will result in relevant learning experiences for the students. Charts outlining these linkages are provided in this section (see "Community Health: Linkages with Career and Life Management", page H.7).

Community Health and secondary science programs have several common linkages. All life science courses include basic concepts, e.g., aseptic techniques, cleaning and maintaining equipment, handling chemicals, safety procedures, etc. Community Health reinforces scientific knowledge and skills by applying fundamental concepts into personal well being, community support resources and care of special conditions. Academic high school science programs are designed to make strong connections in science, technology and society. There are many opportunities where teamwork developed at the local level will provide bridges to the Community Health program (see "Community Health: Linkages with Science", page H.8).

Integrating Foods, Fashion Studies and Community Health

Sample: Junior High CTS Course (Home Economics)

Grade 7	Grade 8	Grade 9
Food Basics (1/2)	Food Basics (1/2)	Simple Snacks and Appetizers (1)
Caring for Children (1)	Child development (1/2)	Family Dynamics (1/2)
Ready-Set-Sew (1/2)	Ready-Set-Sew (1/2)	Family Dynamics (1/2)

Junior High Health and Community Health Linkages

	Community Health
Theme I Self Awareness and Acceptance a) self b) feelings c) decision making.	Community Health complements this theme by encouraging personal responsibility for promotion and maintaining a healthy lifestyle. Decision making is used extensively throughout the strand.

Theme II Relating to Others a) peers b) school c) family.	Community Health expands and reinforces the study of family. Cooperative planning will insure meaningful learning experiences for the students.
Theme III Life Careers a) career awareness and preparation b) career planning.	Career planning and preparation is integrated throughout Community Health in career-specific areas rather than long-term career planning.
Theme IV a) body systems b) nutrition c) physical fitness d) safety and emergency procedures e) personal wellness f) cleanliness g) drug use and abuse.	Community Health builds on the concepts learned to access the care required for special conditions of each system and learn procedures necessary in emergency situations.

Elementary Linkages

The development of concepts related to Community Health can begin as early as ECS by instilling in the student a personal responsibility to promote and maintain healthy lifestyles.

With Practical Arts Courses

Modules in the Community Health strand replace existing content in senior and junior high curriculum. A detailed correlation of the Community Health strand to these practical arts courses can be found in this section (see "Community Health: Correlations with Practical Arts", pages H.9–10).

TRANSITIONS

To the Workplace

Intermediate and advanced modules are designed to develop knowledge, skills and attitudes that provide transitions to occupations in community health areas. Some career sectors welcome individuals who have basic skills and are prepared to learn through further training from the employer (see "Community Health: Module Relationships to Specific Related Occupations", page H.11).

Information from the National Occupational Classification (NOC) regarding occupations in related areas that can be accessed upon completion of high school is provided in this section (see "Community Health: Related Occupations", pages H.12–13).

To Related Post-secondary Programs

Advanced level modules will assist students to make plans regarding further studies in Community Health at post-secondary levels. The Community Health modules provide desirable background and skills for entry into related programs at public and private colleges, technical institutes, universities and vocational colleges in Alberta.

An outline for post-secondary institutions in Alberta currently offering programs in family- and health-related areas is provided in this section (see "Community Health: Summary of Related Post-secondary Programs", pages H.14–17).

CREDENTIALLING

Students may earn credentials recognized in the workplace and/or post-secondary institutions by demonstrating specified competencies within the CTS curriculum. The Community Health strand provides opportunities for students to develop competencies consistent with:

- St. John Ambulance and Canadian Red Cross
- Alberta Sports Medicine Council
- Alberta Family and Social Services

Further information regarding credentials, requirements and contacts is provided in this section (see "Credentialling Opportunities in Community Health", pages H.18–19).

LINKAGES – *Community Health: Connections with Other CTS Strands*

Community Health Modules	Other CTS Strands																				
	Agriculture	Career Transitions	Communication Technology	Construction Technology	Cosmetology Studies	Design Studies	Electro Technologies	Energy and Mines	Enterprise and Innovations	Fabrication Studies	Fashion Studies	Financial Management	Foods	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: Socio-Cultural Perspectives																					
CMH101: Family Dynamics												▤			▤	▤					
CMH201: Adolescent Health Issues			▤						▤						▤						
CMH202: Perspectives on Marriage												▤			▤	▤					
CMH203: Community Volunteerism	■		■	■	■	■	■	■	■	■		■	■	■	■			■	■	■	■
CMH301: Family Issues			▤				▤								▤	▤					
CMH302: Parenting												▤			▤						
CMH303: Aging		▤				▤	▤		▤		▤		▤		▤	▤					
Theme: Skills for Caring																					
CMH104: Caring for Children		▤				▤			▤		▤	▤	▤								
CMH105: Child Development						▤					▤		▤		▤						
CMH106: Home Care I		▤			▤	▤									▤						
CMH205: Day Care I		▤											▤			▤					
CMH206: Home Care II: Personal Care Services		▤											▤		▤						
CMH207: Sensory Challenges																					
CMH305: Day Care II		▤											▤								
CMH306: Home Care III: Special Conditions		▤													▤						
CMH304: Pre- & Post-natal Care		▤													▤						
CMH307: Challenged Individuals		▤				▤					▤				▤						
Theme: Health Sciences																					
CMH108: Perspectives on Health									▤						▤	▤				▤	
CMH208: Anatomy, Physiology, Pathology (Respiratory)		▤																			
CMH209: Anatomy, Physiology, Pathology (Circulatory)		▤																			
CMH210: Anatomy, Physiology, Pathology (Muscular/Skeletal)		▤																			
CMH211: Complementary Therapies		▤																			
CMH308: Anatomy, Physiology, Pathology (Digestion/Elimination)		▤																			
CMH309: Anatomy, Physiology, Pathology (Nervous/Endocrine)		▤																			
CMH310: Mental Health		▤																			
CMH311: Advances in Medical Technology							▤														
Theme: Injury Prevention																					
CTR121: Personal Safety Management	▤	■						■						■							■
CMH212: First Aid/CPR	■							■						■							■
CMH213: Sports First Aid I																					
CMH312: First Aid/CPR for Infants & Children		▤																			
CMH313: Sports First Aid II		▤																			

Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.	■
Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.	▤

LINKAGES – *Community Health: Scope & Sequence: Integrating Sports Medicine into Community Health*

MODULES		
INTRODUCTORY	**INTERMEDIATE**	**ADVANCED**
Anatomy, Physiology Pathology (Respiratory)		Anatomy, Physiology Pathology (Nervous/Endocrine))
Anatomy, Physiology Pathology (Circulatory)	Nutrition and Athletic Performance	Anatomy, Physiology Pathology (Mental Health)
Anatomy, Physiology Pathology (Muscular/Skeletal)	Community Volunteerism	Challenged Individuals
First Aid / CPR	Sports First Aid I	Sports First Aid II
CTR Project 1A	CTR Project 2A	CTR Project 3B
	CTR Project 2B	CTR Project 3C

LINKAGES – *Community Health: Connections Across the Curriculum*

Across the Curriculum

Community Health Modules	Junior High							Senior High											
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Socio-Cultural Perspectives																			
CMH101: Family Dynamics	▤	▤			▤			▤	▤						■			▤	
CMH201: Adolescent Health Issues	▤	▤		■	■	▤		▤			■	■			▤				
CMH202: Perspectives on Marriage	▤				▤	▤		▤				▤			▤	▤			
CMH203: Community Volunteerism	▤	▤			▤			▤	▤		▤	▤			▤	▤		▤	▤
CMH301: Family Issues	▤	▤			▤			▤	▤						■			▤	
CMH302: Parenting	▤							▤											
CMH303: Aging								▤	▤		▤	▤			■			▤	
Theme: Skills for Caring								▤	▤		▤	▤			▤			▤	
CMH104: Caring for Children								▤	▤		▤				▤			▤	
CMH105: Child Development																			
CMH106: Home Care I	▤																		
CMH205: Day Care I	▤							▤											
CMH206: Home Care II: Personal Care Services	▤			▤	▤			▤			▤	▤						▤	
CMH207: Sensory Challenges	▤																		
CMH305: Day Care II								▤			▤	▤							
CMH306: Home Care III: Special Conditions	▤				▤			▤			▤	▤						▤	
CMH304: Pre- & Post-natal Care								▤											
CMH307: Challenged Individuals								▤							■				
Theme: Health Sciences					▤			▤			▤	■							
CMH108: Perspectives on Health																			
CMH208: Anatomy, Physiology, Pathology (Respiratory)	▤				▤	▤		▤			■	■	▤			▤			
CMH209: Anatomy, Physiology, Pathology (Circulatory)	▤				▤	▤		▤			■	■	▤			▤			
CMH210: Anatomy, Physiology, Pathology (Muscular/Skeletal)	▤				▤	▤		▤			■	■	▤			▤			
CMH211: Complementary Therapies	▤				▤	▤		▤			■	■	▤						
CMH308: Anatomy, Physiology, Pathology (Digestion/Elimination)	▤				▤	▤		▤			■	■	▤						
CMH309: Anatomy, Physiology, Pathology (Nervous/Endocrine)								▤										▤	
CMH310: Mental Health								▤											
CMH311: Advances in Medical Technology								▤			▤	▤							
Theme: Injury Prevention																			
CTR121: Personal Safety Management					▤	▤		▤								▤			
CMH212: First Aid/CPR								▤			▤					▤			
CMH213: Sports First Aid I								▤								▤			
CMH312: First Aid/CPR for Infants & Children								▤								▤			
CMH313: Sports First Aid II								▤								▤			

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts.	■
Provides some links with course content, usually through the application of related technologies and/or processes.	▤

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LINKAGES – *Community Health: Linkages with Career and Life Management*

	Family Dynamics	Caring for Children	Child Development	Home Care I	Perspectives on Health	Personal Safety Management	Adolescent Health Issues	Perspectives on Marriage	Community Volunteerism	Day Care I	Home Care II	Sensory Challenges	APP (Respiratory)	APP (Circulatory)	APP (Muscular/Skeletal)	Complementary Therapies	First Aid/CPR	Sports First Aid I	Family Issues	Parenting	Aging	Pre- & Post-natal Care	Day Care II	Home Care III	Challenged Individuals	APP (Digestion/Elimination)	APP (Nervous/Endocrine)	Mental Health	Advances in Medical Technology	First Aid/CPR for Infants & Children	Sports First Aid II
	101	104	105	106	108	CTR	201	202	203	205	206	207	208	209	210	211	212	213	301	302	303	304	305	306	307	308	309	310	311	312	313
[illegible]																															
Wellbeing & Healthy Lifestyles	▥				▥		▥	▥					▥	▥	▥		▥	▥	▥							▥	▥	▥		▥	
Living with Relationships	▥							▥											▥	▥	▥										
Human Sexuality & Relationships																						▥									
[illegible]																															
Career Planning Process	▥	▥	▥	▥	▥	▥	▥		▥	▥	▥	▥	▥	▥	▥	▥	▥	▥	▥		▥	▥	▥	▥	▥	▥	▥	▥	▥	▥	▥
Career Alternatives	▥	▥	▥	▥	▥	▥	▥		▥	▥	▥	▥	▥	▥	▥	▥	▥	▥	▥		▥	▥	▥	▥	▥	▥	▥	▥	▥	▥	▥
Preparing for the Workforce																															
[illegible]																															
Financial Decision Making																				▥	▥										
Consumer Awareness																															

Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skills components in practical situations.	■
Provides some linkes with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.	▥

LINKAGES – *Community Health: Linkages with Science*

	Family Dynamics 101	Caring for Children 104	Child Development 105	Home Care I 106	Perspectives on Health 108	Personal Safety Management CTR
Junior High Science	▥			▥	▥	
Science 20				▥	▥	
Science 14				▥	▥	
Science 24				▥		
Biology 20				▥	▥	
Biology 30				▥	▥	

	Adolescent Health Issues 201	Perspectives on Marriage 202	Community Volunteerism 203	Day Care I 205	Home Care II 206	Sensory Challenges 207	APP (Respiratory) 208	APP (Circulatory) 209	APP (Muscular/Skeletal) 210	Complementary Therapies 211	First Aid/CPR 212	Sports First Aid I 213
Junior High Science												
Science 20												
Science 14							▥	▥			▥	▥
Science 24												
Biology 20	▥						■	■				▥
Biology 30	▥				▥	▥						▥

	Family Issues 301	Parenting 302	Aging 303	Pre- & Post-natal Care 304	Day Care II 305	Home Care III 306	Challenged Individuals 307	APP (Digestion/Elimination) 308	APP (Nervous/Endocrine) 309	Mental Health 310	Advances in Medical Technology 311	First Aid/CPR for Infants & Children 312	Sports First Aid II 313
Junior High Science													
Science 20													
Science 14													
Science 24											▥		
Biology 20			▥					▥			▥	▥	
Biology 30	▥		▥	■					■		▥	▥	

Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skills components in practical situations. ■

Provides some linkes with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations. ▥

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LINKAGES – *Community Health: Correlations with Practical Arts**

Code: O = Available in other strands or courses

X = Concepts incorporated in module I = Concepts integrated in module

	Health Sciences 12, 22, 32																			Family Studies 7, 8, 9									Personal Living Skills 10, 20, 30															
	Skeletal System	Circulatory System	Respiratory System	Muscles	Miscellaneous Injuries and Disease	Careers	Integumentary System	Endocrine System	Nervous System	Digestive System	Urinary System	Reproductive System	Obstetrics	Pediatrics	Child Care	Medical Nursing	Surgical Nursing	Gerontology	Career Exploration	Child Care I	Grooming	Culture and Traditions	Child Care II	Family Life and Technology	Living Space II	Challenges and Choices	Personal Money Management	Living Space III	Personal Awareness	Resource Management	Managing a Lifestyle	Living Skills with Relationships	Child Study	Teen-Parent Relationships	Human Sexuality	Marriage	Parenting	Living On Your Own	Designing Home Environments	A Study of Housing	Senior Side of Living	Community Services for Children	Historical Family Crafts	The Family in Crisis
							O														O				O		O	O		O								O	O	O			O	
Introductory																																												
Family Dynamics	I	I	I	I		I		I	I	I		I		I	I	I		I	I			I		I		I			I	I	I	I		I							I	I		
Caring For Children						I													I	C																						I		
Child Development						I								C	C				I			I	C										C									I		
Home Care I					I	I	C									I	I	I	I			I																		I	I		
Perspectives on Health	I	I	I	I	I	I	I	I	I	I	I	I	I	I					I			I								I												I		
Personal Safety Management	I		I	I	I	I													I																									
Intermediate																																												
Adolescent Health Issues					I	I													I			I							I	I	I				I							I		
Perspectives on Marriage						I													I			I				I			I	I	I	C		I	I	C		I						
Community Volunteerism						I													I							I															I	I		
Day Care I						I													I			I										C				I					I		
Home Care II					I	I				I	I					I	I	I	I			I																		I			
Sensory Challenges																																												
Respiratory			C		I	I												I	I										I												I	I		
Circulatory		C			I	I												I	I			I							I												I	I		
Muscle/Skeletal	C			C	I	I												I	I										I												I	I		
Complementary Therapies						I													I			I							I															
First Aid/CPR		C	C	C		I													I										I															I
Sports First Aid I	C			C		I													I																								

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* All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

LINKAGES – *Community Health: Correlations with Practical Arts* (continued)*

Code: O = Available in other strands or courses
X = Concepts incorporated in module I = Concepts integrated in module

	Health Sciences 12, 22, 32																			Family Studies 7, 8, 9									Personal Living Skills 10, 20, 30															
	Skeletal System	Circulatory System	Respiratory System	Muscles	Miscellaneous Injuries and Disease	Careers	Integumentary System	Endocrine System	Nervous System	Digestive System	Urinary System	Reproductive System	Obstetrics	Pediatrics	Child Care	Medical Nursing	Surgical Nursing	Gerontology	Career Exploration	Child Care I	Grooming	Culture and Traditions	Child Care II	Family Life and Technology	Living Space II	Challenges and Choices	Personal Money Management	Living Space III	Personal Awareness	Resource Management	Managing a Lifestyle	Living Skills with Relationships	Child Study	Teen-Parent Relationships	Human Sexuality	Marriage	Parenting	Living On Your Own	Designing Home Environments	A Study of Housing	Senior Side of Living	Community Services for Children	Historical Family Crafts	The Family in Crisis
Advanced																																												
Family Issues						I													I			I		I		I			I	I	I	I		I							I	I		C
Parenting						I													I			I								I	I	I		I			C	I				I		
Aging					I	I												C	I			I								I											C			
Pre- and Post-natal Care					I	I						C	C						I			I													I							I		
Day Care II						I													I			I											C				I					I		
Home Care III					I	I										I	I	I	I			I																			I			
Challenged Individuals					I	I												I	I			I								I	I											I		
Digestion/Elimination					I	I				C	C							I	I			I							I												I	I		
Nervous/Endocrine					I	I		C	C									I	I										I												I	I		
Mental Health					I	I										C		I	I			I																				I		
Advances in Medical Technology						I													I			I																						
First Aid/CPR for Infants & Children	I	I	I	I	I	I								I	I	I			I			I																				I		I
Sports First Aid II	C	I	I	C	I	I	I	I	I										I																									

* All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

TRANSITIONS–*Community Health: Module Relationships to Specific Related Occupations*

Community Health Modules	Ambulance Attend/Paramedical	Audiologist & Speech Pathology	Babysitter, Nannies & Parent's Helpers	Biologist & Related Scientists	Cardiology Technician	Chiropractor	Community and Social Service Worker	Dietitian & Nutritionist	Family, Guidance, Marriage Counsellor	Physician	Nurse	Home Economist	Laboratory Technologist	Medical Receptionist	Physiotherapist	Day Care Worker	Athletic Therapist
Family Dynamics			X				X		X			X					
Caring for Children			X														
Child Development	X	X	X				X	X	X	X	X	X			X	X	
Home Care I			X		X			X		X	X		X				
Health Promotion	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Adolescent Health Issues							X		X								
Dating and Marriage							X		X								
Community Volunteerism	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Day Care I			X													X	
Home Care II			X		X			X		X	X						
Sensory Challenges		X						X	X	X	X				X	X	
Anatomy, Physiology, Pathology (Respiratory)	X			X	X	X				X	X		X	X	X		X
Anatomy, Physiology, Pathology (Circulatory)	X			X	X	X				X	X		X	X	X		X
Anatomy, Physiology, Pathology (Muscular/ Skeletal)	X			X	X	X				X	X		X	X	X		X
Complementary Therapies				X		X	X	X		X	X	X					X
First Aid/CPR	X				X	X				X	X				X		X
Sports First Aid I						X				X	X					X	X
Family Issues							X		X	X	X	X					
Parenting			X				X			X							
Aging					X	X	X		X	X	X	X		X	X		X
Pre- and Post-Natal Care	X		X	X					X	X	X	X	X	X			
Day Care II			X													X	
Home Care III			X		X					X	X						
Challenged Individuals		X	X		X	X	X	X	X	X	X				X	X	X
Anatomy, Physiology, Pathology (Digestion/Excretion)	X		X	X	X	X		X		X	X	X	X	X			X
Anatomy, Physiology, Pathoiogy (Nervous & Endocrine)	X	X		X	X	X				X	X		X	X	X		X
Mental Health							X		X	X	X	X					X
Advances in Medical Technology				X	X	X		X	X	X	X		X	X	X		X
First Aid/CPR for Infants & Children	X		X		X						X				X	X	X
Sports Injuries						X				X	X				X		X

TRANSITIONS – *Community Health: Related Occupations*

Information for this chart was obtained from the National Occupations Classification descriptions:

Educational Requirements:

D:	High School Education	B:	College or Vocational Education
C:	Apprenticeship	A:	University

Occupation Profile	NOC#	D	C	B	A
Ambulance Attendants and Other Paramedical Occupations	3234			✓	
Applied Chemical Technologist	2211		✓	✓	
Audiologists and Speech-Language Pathologists	3141				✓
Babysitters, Nannies and Parents' Helpers	6474	✓			
Biologists and Related Scientists	2121				✓
Cardiology Technicians	3217			✓	
Child and Youth Care Workers	4212			✓	✓
Chiropractors	3122				✓
Community and Social Service Workers	4152			✓	✓
Community and Social Service Workers	4152			✓	✓
Dental Assistants	3411			✓	
Dental Hygienist and Dental Therapists	3222			✓	
Dental Laboratory Bench Workers	3412	✓			
Dental Technicians	3223			✓	
Dentists	3113				✓
Denturists	3221			✓	
Dieticians and Nutritionists	3132				✓
Domestic Service Personnel	6471	✓			
Dry Cleaning and Laundry Occupations	6681	✓			
Dry Cleaning and Laundry Supervisors	6214	✓			
Drycleaning and Laundry Occupations	6681	✓			
Drycleaning and Laundry Supervisors	6214	✓			
Electroencephalographic and other Diagnostic Technologists	3218			✓	
Elemental Medical and Hospital Assistants	3413	✓			
Employment Counsellors	4213			✓	✓
Family, Guidance, Marriage and other Related Counsellors	4153				✓
Family, Marriage and other Related Counsellors	4153				✓
General Practitioners and Family Physicians	3112				✓
Head Nurse and Supervisors	3151				✓
Health Policy Researchers, Consultants and Program Officers	4165				✓
Home Economist	4164				✓
Inspectors in Public and Environmental Health in Occupational Health and Safety	2263			✓	✓
Janitor , Caretakers and Building Superintendents	6663	✓			
Janitors, Caretakers and Building Supervisors	6215	✓			

Community Health continued

LINKAGES – *Community Health: Related Occupations (continued)*

Occupation Profile	NOC#	D	C	B	A
Light Duty Cleaners	6661	✓			
Light Duty Cleaners	6661	✓			
Managers in Health Care	0311				✓
Medical Laboratory technicians	3212			✓	
Medical Laboratory Technologists and Pathologists' Assistants	3211				✓
Medical Radiation Technologist	3215			✓	
Medical Secretaries	1241			✓	
Medical Sonographer	3216			✓	
Medical Transcriptionist	1244			✓	
Midwives and Practitioners of Natural Healing	3232			✓	✓
Ministers of Religion	4154			✓	✓
Nurses Aides and Orderlies	3233			✓	
Occupational therapists	3143				✓
Opticians	3231		✓		
Optometrists	3121				✓
Other Aides and Assistants in Support of Health Services	3414	✓			
Other Medical Technologists and Technicians (except Dental health)	3219			✓	
Other Professional Engineers	2148				✓
Other Professional Occupations in Health Diagnosing and Treating	3219				✓
Other Professional Occupations in Social Science	4169				✓
Other Technical Occupations in Therapy and Assessment	3235			✓	
Pharmacists	3131				✓
Physiotherapists	3142				✓
Psychology	4151				✓
Receptionists and Switchboard Operators	1414	✓			
Registered Nurses	3152				✓
Registered Nursing Assistants	3233			✓	
Respiratory Therapists and Clinical Perfusionists	3214			✓	✓
Social Workers	4152				✓
Social Workers	4152				✓
Specialist Physicians	3111				✓
Visiting Homemakers, Housekeepers and Related Occupations	6471	✓			

TRANSITIONS – *Community Health: Summary of Related Post-secondary Programs*

	Public Colleges								Private Colleges						Tech. Inst.		Universities				Vocational Colleges			
	Grande Prairie Regional College	Grant McEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Red Deer College	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	NAIT	SAIT	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
BIOLOGICAL SCIENCES																								
Biological Sciences (including degree prgms in Biochemistry, Biology, Botany, Entomology, Genetics, Microbiology & Zoology)	1t2t	2t		1t		2t	2t	2t		B	B	B	B				B	BM PhD	BM PhD	BM				
Biological Sciences / Biomedical Engineering Technology (cert. & dip. prgms with various specializations)								1t							D									
CLERICAL																								
Medical-Clerical/Medical Transcription		C						D	VD		D				C						C			
EDUCATION																								
Early Childhood Development/ Education/Administration	D	CD	C	CD	CD	CD1t 2t	CD	CD										DB	B	DBM			C1t	C
Education (degree program with various specializations)	2t		2t	1t		2t	1t	2t		2t	B	B2t	B2t	V2t				DBM PhD	DBMPhD	BM				
Teacher Assistant		C						C																
FOOD SCIENCES & RELATED TECHNOLOGIES																								
Dietary Technology/Dietetics						1t					2t				D	VD								
HEALTH/MEDIAL SCIENCE & TECHNOLOGIES																								
Chiropractic Medicine, Pre-		2t	1t			2t	1t	2t		2t	2t	2t						2t						
Dental Assisting/Hygiene											2t				C	C		D						
Dental laboratory/Denturist Technology															D									
Dentistry (DDS) and Pre-Dentistry	2t	1t				1t2t	1t	2t		2t	2t	2t	V2t					DDS (4yr)	2t	2t				
Emergency Medical Technician (Ambulance, Paramedic)															CD	VCD							C	C

TRANSITIONS – *Community Health: Summary of Related Post-secondary Programs* (continued)

	Public Colleges								Private Colleges						Tech. Inst.		Universities				Vocational Colleges			
	Grande Prairie Regional College	Grant McEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Red Deer College	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	NAIT	SAIT	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Gerontology Studies		C			D		C											C	C					
Medical Clerical (incl. Dental Reception, Heath Record Administration/Technology, Hospital Admitting/Unit Clerk & Medical Office Assistant/Transcriptionist															CD	VC	C				C			
Medical Laboratory Science/ Technology (including combined Lab/X-ray & Cytotechnology						1t					2t				CD	CD		B						
Medicine (MD) and Medicine, Pre	2t	1t				1t2t	1t	2t		2t	2t	2t	B2t					MD (4y) PhD	MD (3y) PhD	2t				
Nursing, Basic programs, Pre-Nursing and Post RN	DB	D2t			D	D1t 3t	C	DB			2t	1t					2tB	BM	BM	BM				
Nursing, Licensed Practical and Refresher				V																	C	C		C
Occupational Hygiene Technology/Safety					C													C						
Ophthalmic Dispensing (Glasses & Contact Lenses)															C(2y)									
Optometry, Pre-	1t	1t				1t	1t	1t		1t	2t							2t	1t	1t				
Orthopedic Technician																						C		
Pharmacology/Pharmacy/Pre-Pharmacy & Pharmacy Technician	1t	1t		1t		1t2t	1t	C1t				1t						BM Phd						
Physiology/Anatomy	1t							2t										BM Phd						
Radiological & Diagnostic Imaging (including Nuclear Medicine and X-ray Technology)											2t				CD	D		M						
Rehabilitation Medicine (incl. degree prgms in Occupational/ Physical Therapy & Speech Pathology & Audiology						D1t 2t					2t							BM						

	Public Colleges								Private Colleges						Tech. Inst.		Universities				Vocational Colleges			
	Grande Prairie Regional College	Grant McEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Red Deer College	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	NAIT	SAIT	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Respiratory Therapy											1t				D	D								
Sterile Processing																V								
HOME ECONOMICS																								
Home Economics (degree program with specializations in Clothing & Textiles, Family Studies and Foods & Nutrition)	1t			1t	V	1t	1t	1t		1t	1t	1t						BM		1t				
RECREATION, PHYSICAL EDUCATION																								
Leisure, Tourism & Society/ Recreation Administration/ Leisure (degree programs with various specializations)				C		1t		2t		1t		1t						BM	B	BM				
Physical Education (degree program with various specializations)	2t	1t		1t		2t	D1t	2t		B	2t	1t						BM PhD	BM	BM				
Recreation, Leadership & Management/Leisure Services (certificate & Diploma Program with various specializations)					CD	D	D									D							C	C
RELIGIOUS STUDIES																								
Religious Education/Theological Studies (degree Program)							1t			B	CB	B2t	B	CD BM				BM	BM	BM				
SOCIAL AND COMMUNITY SERVICES																								
Community Services (incl. certificate and diploma programs in Addictions, Child & Youth Care, etc.)	2t	D	C		D	C	D	D2t										C			V		CD1t	CD
Interpreter Training (American Sign Language)		C																						
Rehabilitation Practitioner/Services	D	D		D	D	C2t	CD	D															C1t	

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	Public Colleges								Private Colleges						Tech. Inst.		Universities				Vocational Colleges			
	Grande Prairie Regional College	Grant McEwan Community Colle	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Red Deer College	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	NAIT	SAIT	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Residential Aide		8w																				C		C (12w)
Social Work (degree program)	2t	2t	2t	2t		1t2t	D	D2t		2t	2t	2t					2t	2t	BM PhD	2t				
Volunteer Management		C			V																			
SOCIAL SCIENCE																								
Social Sciences (incl. degree programs in Anthropology, Applied Social Science....)	2t	2t	2t	2t	2t	1t2t	CD 2t	2t		B	B	B	3y 4yB				B	CBM PhD	BM PhD	BM				

CODES:

B	Bachelor's Degree	D	Diploma (2 years)	w	weeks
M	Master's Degree	V	Varies	m	months
Ph.D.	Doctoral Degree	1t	One-year transfer	y	years
C	Certificate (1 year or less)	2t	Two-year transfer		

*Information adapted from "It's About Time: To Start Thinking About Your Future", Advanced Education and Career Development, 1995.

CREDENTIALLING – *Credentialling Opportunities in Community Health*

Certificate	Agency	Other Strands	Modules	Instructor Qualifications	Comments
Babysitting	Canadian Red Cross, St. John Ambulance		Caring for Children (CMH104)	none (Preferably Standard First Aid Certificate)	Includes AR, treatment for burns, poisoning, wounds, bleeding and baby care techniques
Emergency Child Care First-Aid in Child Care	Canadian Red Cross, St. John Ambulance		First Aid/CPR for Infants and Children (CMH312)	Certified First-Aid/CPR Instructor with a Child Care Instructor designation	3 year nationally recognized certificate designed for child care workers (day care, police, fire, playground supervisors) • includes adult, infant and child CPR • recognized by Alberta Family & Social Services
Emergency First-Aid	Canadian Red Cross, St. John Ambulance	CTR	Personal Safety Management (CTR121)	Certified First-Aid/CPR Instructor	3 year nationally recognized certificate includes AR, treatment for choking, bleeding, shock and one rescuer CPR. • currently recognized by OH&S as First-Aider II (under revision) • St. John Ambulance: minimum 11 years of age
Standard First-Aid	Canadian Red Cross, St. John Ambulance		First Aid/CPR (CMH212)	Certified First-Aid/CPR Instructor	3 year nationally recognized certificate includes Emergency First-Aid, plus treatment of bone and joint injuries, heat, cold emergencies, medical conditions. • currently recognized by OH&S as First-Aider I (under revision) • St. John Ambulance: minimum 14 years of age

CREDENTIALLING – *Credentialling Opportunities in Community Health* (continued)

Certificate	Agency	Other Strands	Modules	Instructor Qualifications	Comments
Family Health Care	Canadian Red Cross, St. John Ambulance (potential)		Home Care I (CMH106)	none	Under revisions
Day Care Level I	Alberta Family and Social Services		Day Care I and II (CMH205 and 305) plus 2 project modules	none	The minimum qualification required by Day Care Workers in Alberta. • recognized by Alberta Family and Social Services • must be 16 years of age
Athletic First-Aid	Alberta Sports Medicine Council		Sports First Aid I (CMH214)	none	The emphasis on prevention of sports injuries includes caring for sports injuries and basic taping techniques
Advanced First-Aid Level II (100 hours)	St. John Ambulance	CTR	Project modules (CTR311 - 315)	Certified First-Aid Instructor Advanced II	Includes oxygen administration, extended first-aid and accident scene management
Oxygen Administration (10 hours)	St. John Ambulance	CTR	Project modules (CTR311 - 315)	Certified Oxygen Administration Instructor	Includes supplemental oxygen in emergencies, treatment of hypoxia and safety measures in handling oxygen
CPR Level C (12 hours)	Canadian Red Cross St. John Ambulance			CPR Instructors	Nationally recognized certification "Basic Rescuer" includes airway management and CPR for adults, child, infants and 2-rescuer adult CPR

COMMUNITY HEALTH

SECTION I: LEARNING RESOURCE GUIDE

(INTERIM)

TABLE OF CONTENTS

This section of the GSI has been designed to provide a list of resources that support student learning. Three different types of resources are identified:

- Authorized: Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- Other: Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary for use in school jurisdictions
- Additional: A list of local and provincial sources of information available to teachers, including the community, government agencies, resource centres and organizations.

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  Purpose and Organization of this Document I.1
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INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and non-print resources are available. Learning resources identified for CTS strands include print, software, interactive videos, manipulatives, student learning guides and tutorials.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new Community Health curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
  - basic learning resources
  - support learning resources
  - teaching resources
- Other Resources
- Additional Sources.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the 11 video Career and Technology Studies series produced by ACCESS: The Education Station. Full information is provided in the appropriate section of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a correlation to the Community Health modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.		
			1	2	3
ATEC	Title	Author	101	201	301
	Bibliographic Information				
	Annotation				

Distributor Code – see Distributor Directory

1 = Introductory
2 = Intermediate
3 = Advanced

Indicates module number

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street
Edmonton, AB
T5L 4X9
Telephone: (403) 427–2767
Fax: (403) 422–9750

Please check LRDC for availability of videos.

The section on Additional Sources lists a variety of other places to find information related to this strand. In addition, at the back of this document is a Distributor Directory, which contains the name and address of each publisher/distributor referred to in the resource list. Note that in some cases a resource may be published by one company but distributed through another.

The information contained is as complete and accurate as possible.

RESOURCE POLICY

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit
Curriculum Standards Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB
T5K 0L2
Telephone: (403) 422–4872
Fax: (403) 422–0576

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AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for use in the Community Health curriculum. These resources address the majority of the learner expectations in one or more modules and/or levels. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Level/Module No.		
		1	2	3
CRC	*Babysitter's Manual.* Canadian Red Cross Society, 1995. Student Manual. This is the required manual to complete the Canadian Red Cross babysitting certification course. The facilitator's guide has been prepared to help teach the Canadian Red Cross Babysitter's Course. It is a direct supplement to the babysitting manual used by participants in the course. The goal is to help students learn child care, emergency prevention and basic first aid skills.	104		
LRDC	*Developing Child, The.* Alfred Couch & Mendiola Glossan, 1994. Student Textbook. This textbook traces the stages of children's development from birth to six years of age, promoting positive guidance and interactions. It addresses critical thinking skills and co-operative learning. An excellent resource for students studying child care, parenting and family issues modules. The teacher's wraparound edition is an excellent resource for teachers in child development related areas, parenting and family issues. Teaching strategies in this wraparound edition are a valuable asset. A student workbook teacher's annotated edition is available. This resource addresses topics that may be sensitive in some Alberta communities. Prior to the start of human sexuality instruction, parents must be advised of their right to exempt their child from this component of a module/course.	104 105	205	301 302 303 304 305
CRC	*Emergency Child Care Supplement.* Canadian Red Cross Society, 1994. Used with the *Vital Link* manual to complete the ECC certification. The *Emergency Child Care for Child Care Workers Instructor's Guide and Reference* includes all concepts considered by Alberta Social services to be important in training persons caring for children, to meet medical emergencies. The content is very applicable to parents, nannies, babysitters, teachers or anyone interested in child-related first-aid. Infant/Child CPR is included.			312

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Basic Learning Resources (continued)

Distributor Code	Resources	Level/Module No.		
		1	2	3
LRDC	*Families Today.* Connie R. Sasse. Glencoe Macmillan/McGraw-Hill, 1994. Student Textbook. A comprehensive textbook covering all aspects of family, adolescents, dating and marriage, parenting and aging. A colourful user friendly format with many activities including chapter reviews to stimulate learning. The teacher wraparound edition includes a multitude of effective teaching strategies. A student workbook teacher's annotated edition is available. This resource addresses topics that may be sensitive in some Alberta communities. Prior to the start of human sexuality instruction, parents must be advised of their right to exempt their child from this component of a module/course.	101	201 202	301 302 303
SJA	*First Aid in Child Care.* St. John Ambulance. Canadian Cataloguing in Publication Data, 1993. Course Supplement. The activity book required to complete First Aid in Child Care certification course. Introduction to priority action approach, handling emergency situations, body systems and emergency medical systems. An instructor's guide is available.			312
CRC	*First Aid: The Vital Link.* The Canadian Red Cross Society. Mosby Lifeline, 1994. Student Manual. This manual is required for the Red Cross Standard and Emergency First Aid Courses. The instructor's manual is required for teaching the Canadian Red Cross first aid and CPR courses. The coloured transparencies are an excellent aid to teaching the components of this course.	CTR 121	212 213	312 313
SJA	*First Aid: First on the Scene.* St. John Ambulance. Canadian Cataloguing in Publication Data, 1994. Emergency Level Activity Book. The activity book requires to complete Emergency First Aid and CPR certification courses. An instructor's guide is available. Teachers presenting this course should be aware of the "Emergency Medical Aid Act" governing first aid procedures in Alberta. In advance to presenting this course, students and then parents should be aware that emergency scenarios may be sensitive to some and that resources include descriptions of emergency child birth whether or not this section is selected for study. Teachers can adapt their presentation of this course material to include modifications for first aider or casuality with a disability.	CTR 121		

Basic Learning Resources (Continued)

Distributor Code	Resources	Level/Module No.		
		1	2	3
SJA	*First Aid: First on the Scene*. St. John Ambulance. Canadian Cataloguing in Publication Data, 1994. Standard Level Activity Book. The activity book requires to complete Standard First Aid and CPR certification. Includes priority action approach, handling emergency situations, body systems and emergency medical system. An instructor's guide is available. Teachers presenting this course should be aware of the "Emergency Medical Aid Act" governing first aid procedures in Alberta. In advance to presenting this course, students and then parents should be aware that emergency scenarios may be sensitive to some and that resources include descriptions of emergency child birth whether or not this section is selected for study. Teachers can adapt their presentation of this course material to include modifications for first aider or casuality with a disability.		212 213	312
LRDC	*Human Body in Health and Disease, The*. (7th Edition.) Memler, Cohen, Wood. J.B. Lippencott Co., 1992. Student Text. The emphasis is on physiology with exercises, problems, practical applications to help the student learn. A workbook is available.		208 209 210	303 304 308 309
LRDC	*Nursing Assistant – A Nursing Process Approach*. (7th Edition.) Barbara Hegner, Esther Caldwell, Joan Needham. Delmar Publishers Inc., 1995. This resource is an introduction to nursing assisting with components involving principles of health, human needs and communication, principles of body mechanics and nutrition. A basic look is given to body systems. Teachers please note the stereotyping of male physicians and non-Canadian references.	106	206 208 209 210	304 306 308 309 310 311
SJA	*What Every Babysitter Should Know?* St. John Priory of Canada, St. John Ambulance; 1992. Handbook. All components are available to utilize in instruction of first aid and the St. John Ambulance Babysitting certification course. Introduction to priority action approach, handling emergency situations, body systems and emergency medical systems. An instructor's guide is available. Teachers when using this resource should discuss appropriate terminology when referencing children with disabilities. To ensure personal health and safety when concerns arise with employers. Babysitters should be cautioned to be assertive but not aggressive.	104		

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Level/Module No.		
		1	2	3
OFL	*As I Am: Portraits of Persons with a Developmental Handicap.* Metropolitan Toronto Association for Community Living, Omega Films Ltd., 1990. Video Cassette. Profiles the stories of three young people with a developmental handicap. Designed to initiate discussion about this among teens, parents, counsellors and others.			307
MLC	*Athletes and Injuries Series.* Series Spectra Productions, Magic Lantern Communication Ltd., 1990. Video Cassettes. Series of six videos: *Basic Conditioning Techniques; Immediate First Aid; Prevention of Injury; Protective Equipment; Taping Athletic Injuries; Understanding and Responding to an Athletic Injury.* Recommended for Grades 10, 11 and 12, this resource contains six segments of information useful in sports medicine. It emphasizes prevention, avoidance and care of athletic injuries as it examines basic conditioning techniques, immediate first aid, prevention of injury, protective equipment, taping athletic injuries and understanding and responding to an athletic injury.		213	313
NEC	*Baby Owner's Manual, The: Healthy Parenting for Teens.* (Parenting Education) Meridan Education Corporation, McGraw-Hill Ryerson, 1993. Video Cassette and User's Guide. This video is designed for teen parents. Through interviews with teen parents and dramatic re-enactments, the video gives teens an overview of what it is like for a teenager to have a baby.	105	205	302 304
LRDC	*Being a Long-Term Care Nursing Assistant.* (3rd Edition.) Prentice Hall Canada Inc., Allyn & Bacon Canada, 1991. Student Textbook and Workbook Skills Checklist. American regulations and terminology. Reviews body systems, provides skills, training and holistic approach to caring for individuals. Special focus on needs of elderly and chronically ill individual. Emphasis placed on working environment and rehabilitation. This resource addresses topics that may be sensitive in some Alberta communities. Prior to the start of human sexuality instruction, parents must be advised of their right to exempt their child from this component of a module/course.	106	206 208 209 210	303 304 306 308 309

Support Learning Resources (Continued)

Distributor Code	Resources	Level/Module No.		
		1	2	3
UA	*Canadian Health Care System, The.* Andrews, D. Marco, James S. Kieser, Northcott, Rehill, Schurman, Storch, Trueman, Truman, Wilson, Donna M. Wilson, (Ed.) University of Alberta, 1995. This book is written to help Canadians know more about their health care system in user-friendly language. Distributed free of charge.	108		
ACC	*Career and Technology Studies: Key Concepts.* Edmonton, AB: ACCESS: The Education Station. Video Cassettes. Series of videos and utilization guides relevant to all CTS strands. Series consists of *Anatomy of a Plan, Creativity, Electronic Communication, The Ethics Jungle, Go Figure, Innovation, Making Ethical Decisions, Portfolios, Professionalism, Project Panning, Responsibility and Technical Writing.*	all	all	all
LRDC	*Care Givers Guide, A. Practical Solutions for Coping with Aging Parents or a Chronically Ill Partner or Relative.* Personal Self-Help (2nd Edition.) International Self-Counsel Press Ltd., 1994. Practical solutions for coping with aging parents or a chronically ill partner or relative. The book explores a variety of care giving arrangements. Work skills also provided to help one assess these specific situations. Practical , realistic and provides emotional support for care givers.	106	206	306
LRDC	*Cardiopulmonary Resuscitation (CPR) and the Human Body Parts 1 & 2. Basic First Aid for Babysitters.* Substance Abuse Education, Inc., Software Plus, 1992. Courseware/Print. CPR - the American Heart Association guidelines. Human Body parts I-II shows location and functions of internal and external structures of the body. (Respiration reproduction, muscles, skeleton, nervous endocrine, circulatory, digestive, urinary systems).	104		312
MM	*Child Abuse and Neglect.* Glencoe, MacMillan/McGraw-Hill Ryerson Ltd., 1990. Video Cassette. An overview of the five basic categories of child abuse and their effects. It delves into the causes that lead parents and caregivers to abuse children, the ways abuse can be stopped and further abuse prevented.			301 302 305

Support Learning Resources (Continued)

Distributor Code	Resources	Level/Module No.		
		1	2	3
ACC	*Day Care Matters Series*. ACCESS Television Network; Edmonton, Alberta, 1990. Video Cassettes. (These video cassettes compliment the Self-Study Orientation Course for Day Care Staff – see Teaching Resources) *Facilitating Play:* identifies the importance of play in cognitive, social, emotional and physical development. Analyses the components of space, material, time and rules in the provision for play. *Nurturing Through Physical Routine:* discusses how basic physical routines such as eating, toileting and resting are important in the emotional development of young children. It demonstrates the importance of fostering trust, independence and initiative in young children. *Supporting Family Relationships:* focuses on supporting family relationships, especially families of children in Day Care settings. Stresses teamwork between families, child and caregivers. Strategies of open communication, sensitivity to stress and involving parents are discussed. *Communicating With Children:* identifies factors which impact communication of caregivers and children. Explores communication to build trust, attentive, honest and reassuring relationships. Development of language and strategies used to assist this development and regulation of behaviour is discussed.		205	305
MLC	*Death and Dying*. (Living With Health Series.) Dallas Magic Lantern Communication Ltd., 1994. Video Cassette. This video discusses death as a normal part of the process of living. The stages of death and dying are discussed in a manner that will hold the interest of the students. A difficult topic discussed openly, frankly and with sensitivity.			301 303 306
MS	*Developing Child Series, The*. Magna Systems; Milan Herzog Associates, S.A. Films, Inc. and Rashko & Co. Publisher / Producer, 1994/95. Videos and Workbooks. Series of eight videos and workbooks: *Study of the Child, Beginning of Life, Infancy, Meeting the Needs of Children, Toddlerhood/Preschoolers, Significant Areas of Development, Middle Childhood, Adolescence.* This series focuses on child development from conception through childhood and adolescents. The videos illustrate the developmental stages by providing actual photos of children. Eight videos with 30 individual titles provide for flexible teaching strategies and the accompanying workbook supplies ideas for quiz questions and discussion activities.	105	205	301 302 304 305

Support Learning Resources (Continued)

Distributor Code	Resources	Level/Module No.		
		1	2	3
ITE	*Family Life Series.* International Telefilm Enterprises, 1991. Video Cassettes. Topics discussed on this cassette include: *Families in Transition, Parents of Blended Families, Step-Parenting and Step-Children.* The Canadian content of this video makes it a valuable teaching tool. A blend of experts discussion and the use of charts round out the videos.	101	202	301 302
CRC	*Foundations for Caregiving.* American Red Cross, Mosby-Year Book Inc., 1993. Student Text. American Foundations for Caregiving regulations and terminology. Whether you are interested in a career as a nursing assistant or a caregiver for a family member or friend, this is a valuable resource. It focuses on the principles of care: safety, privacy, dignity, communication, independent and infection control A workbook *Skills for Caregiving* is available.	106	206 208 209 210	304 306 308 309
LRDC	*Glencoe Health: A Guide to Wellness,* (4th Edition). Mary Bronson Merki, Don Merki. Glencoe McGraw-Hill Ryerson, 1994. Student Textbook. A good basic student text covering traditional health topics including today's toughest health issues. Students will be challenged to examine specific health issues and related health related technology. Includes good coverage of occupations in the Community Health field. The teacher's wraparound edition covers traditional health topics including today's toughest health issues. This resource addresses topics that may be sensitive in some Alberta communities. Prior to the start of human sexuality instruction, parents must be advised of their right to exempt their child from this component of a module/course.	101	201 202 208 209 210	301 302 303 304 308 to 311
VEC	*Having a Healthy Baby Series.* Visual Education Centre, Churchill Media, 1994. Video Cassettes. The *Having a Health Baby: Pregnancy* video presents information and concerns about pre-natal care emphasizing nutrition and exercise. During childbirth classes and physicians visits, a number of pregnant women discuss what they must do to take care of themselves. The *Having a Healthy Baby: Labour and Delivery* (3rd Edition) video follows two couples from the beginning of labour through birth.			302 304
MMGC	*Hearing Disorders.* Medicine Demystified Series. MultiMedia Group of Canada;, 1988–1994. Video Cassette. This video gives a brief description of the anatomy and physiology of the ear. It features a number of issues concerning hearing conditions throughout the life cycle.		207	309

Support Learning Resources (Continued)

Distributor Code	Resources	Level/Module No.		
		1	2	3
LRDC	*How It Works Series.* Ziff Davis Press; Copp Clark Longman Ltd., 1995. Print. The How It Works Series are: *How Your Body Works, How Your Baby is Born, How Your Immune System Works, How Nutrition Works, How Your Brain Works, How Your Heart Works.* A very colourful, easy to read resource (self-contained layouts and full colour graphics) to enhance teaching of the body systems and related health issues. *How Your Baby is Born* - teachers should preview before using with students.	105 106	206 208 209 210	303 304 308 309
MLC	*How The Body Ages.* (Growing Old in a New Age.) CPB Annenburg, Magic Lantern Communication Ltd., 1993. Video Cassette. This video describes the physiological changes that occur with aging, e.g., appearance, strength, resistance to disease. It discusses environmental and programmed theories and reviews directions for future research.			303 306
LRDC	*Human Anatomy and Physiology.* Paul Anderson. Jones and Bartlett Publishers, 1990. Colouring Workbook and Study Guide. This workbook is suitable for use with all leading human anatomy and physiology texts. It includes over sixty colouring exercises, excellent anatomical art work and hundreds of exercises including multiple choice, true false and matching. Resource provides a technical overview of human anatomy and physiology, including the reproductive system.		208 209 210	304 308 309
LRDC	*Human Body in Health and Disease, The.* (7th Edition.) Memler, Cohen, Wood. J.B. Lippencott Co., 1992. Workbook. See Basic Learning Resources for annotation and module correlation.			
CLC	*I'm Pretty Old.* Terra Nova Films Inc., Canadian Learning Company, Inc., 1993. Video Cassette. A video made up of the reflections and comments of several older residents in a long-term care facility talking about what it is like to them to give up a certain amount of independence as they experience increased physical frailty. This video is an excellent resource for professionals and para-professionals who work with residents in a long term care facilities.	106	206	303 306

Support Learning Resources (Continued)

Distributor Code	Resources	Level/Module No.		
		1	2	3
CLC	*I Work With A Guy Who's Deaf and Blind.* Canadian Learning Company, Inc., 1992. Video Cassette. The video shows the successful integration of a severely disabled employee into the work force, the program illustrates the value to both the individuals involved and the corporation of valuing diversity and creating an environment which supports and encourages everyone's efforts to work as a team.		207	307 311
VEC	*Labour and Delivery for Teens.* Churchill Media, Visual Education Centre, 1993. Video Cassette. This video follows two teen through their labour and delivery. Detailed animation illustrates the physiology of labour and birth. The importance of staying in school and prenatal care are stressed.			302 304
MLC	*Lily: Time To Grow Series.* Atschull Corporation, Magic Lantern Communication Ltd., 1993. Video Cassettes. Series of 5 video cassettes: *Discipline: What Lily Learned; First Two Years: What Lily Learned; Health During Pregnancy: Lily Looked Back; Toddler Safety: What Lily Learned; Years Three Through Five: What Lily Learned.* Lily, a young mother, narrates the Lily series. The growth and development of a young child from birth through five years are documented including feeding, checking for signs of illness, learning from play, teaching discipline and preparing for school. Toddler safety is discussed as well as health during pregnancy.	104 105	205	302 304 305
MLC	*Maximizing Physical Potential of Older Adults.* (Growing Old in New Age Series), Magic Lantern Communications Ltd., 1993. Video Cassette. Part of a 13-part television course documenting the physiological and social aspects of aging. Elders discussion complemented by experts.	106	206	303 306
MLC	*My Dad Can't Be Crazy Can He?* Learning Corporation, Magic Lantern Communication Ltd., 1990., Video Cassette. This video examines the seriousness and scope of mental illness in society today. It takes a dramatic look at a family's struggle to come to terms with the father's schizophrenia, their denial to themselves and others and excusing unstable behaviour before seeking medical help. A sensitive issue covered in a manner that will capture student's interest.			301 310
MLC	*Myths and Realities of Aging.* (Growing Old in New Age Series), CPB-Annenburg, Magic Lantern Communication Ltd., 1993. Video Cassette. This video relates the myths and realities of aging by seniors from all walks of life. It would support the Aging module in a manner that will retain the interests of students.	106	206	303

Support Learning Resources (Continued)

Distributor Code	Resources	Level/Module No.		
		1	2	3
LRDC	*Safety First: A Guide to Safe Child Care for Babysitters*. (MS-DOS Version.) Substance Abuse Education, Inc., Software Plus, 1993. Courseware/Print. Taking care of a child is a big responsibility. Every babysitter should know the principles of safe child care and basics of first aid. Topics include: burns, cuts and bruises, nosebleed, bites and stings, poisoning, electrical shock, choking, injuries from falls. Interactive format with realistic examples. After using program students should be able to prevent injuries and provide basic first aid.	104 105		
CRC	*Skills for Caregiving*. American Red Cross, Mosby-Year Book Inc., 1993. Workbook. This workbook will guide the student step-by-step through 74 caregiving skills. Please note that this workbook accompanies the text *Foundations for Caregiving*.	106	206 208 209 210	304 306 308 309
CTV	*Something Old, Something New*. CTV Program Sales, 1989. Video Cassette. This film describes how married Canadians try to keep their married love alive and their homes together. It defines the inevitable stresses that twist the foundations of all marriages: sex, children, money, envy and boredom.		202	301
LRDC	*Studying Children: Observing and Participating*. (2nd Edition.) Henry Draper, Wanda Draper, Lenorah Polk, Glencoe Publishing, 1988. The book is designed to help the learner develop skills for observing children and participating in their activities. A brief overview of child development is included.	105	205 206	305
LRDC	*Ultimate Human Body, The. A Multimedia Guide to the Body and How It Works* (Windows Version, CD-ROM.) D. Kindersley Multimedia, Irwin Publishing, 1994. Courseware. An interactive journey through the human body to discover what every part of the body is called, see where it is situated, what it looks like and how it functions. "The Body Machine" illustrates how the body carries out complex processes and "The Body Organs" focus on the individual organs and then how "Body Systems" work together to perform essential functions.		208 209 210 213	304 308 309 313
MLC	*Transplant Immunology*. (Canadian Women in Science Series.) Magic Lantern Communications Ltd., 1990. Video Cassette. Medical technologists employ the latest technology, working conditions in a very positive fashion are explained. Encourages students to enter a challenging career in the sciences.			311

Support Learning Resources (Continued)

Distributor Code	Resources	Level/Module No.		
		1	2	3
MLC	*What of Tomorrow?.* National Video Communications; Magic Lantern Communication Ltd., 1990. Video Cassette. A realistic view of teens living with cerebral palsy. The video should spark interest and understanding as it shows the adaptations the teen and their families must make in order to lead full and productive lives.			301 302 307
MLC	*Who's In Charge: Teens Talk About Diabetes.* (Diabetes: Balance and Control Series.) Artschul Corporation; Magic Lantern Communications Ltd., 1994. Video Cassette. Teenagers discuss the challenges of living with diabetes. Coping with diabetes as a teenager takes good communication skills, being assertive and support from family and friends.		201 206	301 309
MEC	*Working Marriage Partners.* Meridian Education Corporation, Glencoe Macmillan/McGraw-Hill Ryerson Ltd., 1992. Video Cassette. A successful marriage is structured around a partnership - balancing of personal needs, strengths, weaknesses and skills that each partner brings to the marriage. This video shows how a successful marriage partnership can help a couple cope with a wide range of financial, family, occupational and emotional strains.		202	301

TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Level/Module No.		
		1	2	3
LRDC	*Anatomy and Physiology Learning System, The.* E. Applegate. . W.B. Saunders Company, Harcourt Brace and Company Canada, 1995. The textbook is designed to prepare students entering a health related profession. The clear, concise presentation of information and concepts, applications for aging, suggested clinical applications, and colourful illustrations increase interest and comprehension for the senior student.		209 210	302 308
CRC	*Babysitter's Course.* Canadian Red Cross Society, 1995. Facilitators Guide. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Cross-Cultural Caring: A Handbook for Health Professionals.* Waxler-Morrison, Anderson & Richardson. UBC Press, 1990. This handbook describes several recent immigrant groups in Western Canada. It provides conformation not only about the health beliefs and practices of these communities but also the social content of each group. The immigrant groups included are: Vietnamese, South and Southeast Asians, Chinese, Japanese, Central Americans, West Indians and Iranians. An excellent resource for the Community Health strand.	all	all	all
LRDC	*Developing Child, The.* Alfred, Couch, Glossom, Mendiola. McGraw-Hill Ryerson, 1994. Teacher's Wraparound Edition and Student Workbook Teacher's Annotated Edition. See Basic Learning Resources for annotation and module correlation.			
CRC	*Emergency Child Care for Child Care Workers..* Canadian Red Cross Society, 1990. Instructor's Guide and Reference. See Basic Learning Resources for annotation and module correlation.			

Teaching Resources (Continued)

Distributor Code	Resources	Level/Module No.		
		1	2	3
LRDC	*Families in Canadian Society*. (2nd Edition.) Maureen Baker, Janet Dryden. McGraw-Hill Ryerson, 1993. Student Text and Teacher's Resource Manual. An excellent teaching resource that supports Family Dynamics, Perspectives of Marriage, Family Issues, Parenting and Aging modules. The text introduces the reader to family studies and continues with an in-depth look at the stages of the life cycle from *The Single Life* to *Later Life*. Current research, cultural diversities and Canadian statistics make this a valuable teaching resource. Activities and issues for discussion are a definite bonus for the classroom teacher.	101	202	301 302 303
LRDC	*Families Today*. Connie R. Sasse. Glencoe Macmillan/McGraw-Hill, 1994. Teacher's Wraparound Edition and Student Workbook Teacher's Annotated Edition. See Basic Learning Resources for annotation and module correlation.			
SJA	*First Aid in Child Care*. St. John Ambulance, Canadian Cataloguing in Publication Data, 1993. Instructor's Guide. See Basic Learning Resources for annotation and module correlation.			
CRC	*First Aid: The Vital Link*. Canadian Red Cross, Mosby Lifeline 1993/94. Instructor's Manual and Coloured Transparencies (accompanies course text book). See Basic Learning Resources for annotation and module correlation.			
SJA	*First Aid: First on the Scene*. Emergency and Standard Levels. St. John Ambulance, Canadian Cataloguing in Publication Data, 1994. Instructor's Guide and Video Cassettes (Vol. I-IV). See Basic Learning Resources for annotation and module correlation.			
LRDC	*Glencoe Health – A Guide to Wellness*. (4th Edition.) Mary Bronson Merki, Don Merki. Glencoe McGraw-Hill Ryerson Ltd., 1994. Teacher's Wraparound Edition. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Just Ask! A Handbook for Instructors of Students Being Treated for Mental Disorders*. H. Davidson. Detselig Enterprises Ltd., Distributor, Temeron Books, 1993. This book covers major mental health conditions, the symptoms, treatments and impact of learning. A good resource to initiate discussions in this module.			310

Teaching Resources (Continued)

Distributor Code	Resources	Level/Module No.		
		1	2	3
LRDC	*Parenting: Rewards and Responsibilities.* (4th Edition.) Dr. Verna Hildebrand. Glencoe Macmillan/McGraw-Hill, 1994. Teacher's Annotated Edition. The teacher's manual, bound in the front of the teacher's annotated edition, includes a multitude of effective teaching strategies. The detailed lesson plans for every chapter provide multi-level and cross-curricular activities. Answers to the chapter reviews are included.	101 105		301 302 304
ASS	*Self- Study Orientation Course For Day Care Staff.* Alberta Family and Social Services, Grant MacEwan Community College, 1993. This is the required curriculum for certification (Day Care Level One). It is a self-study curriculum covering all components of the orientation course. The student investigates the roles and responsibilities of day care workers, develop communication and observation skills as they develop skills to assist in the physical, social, emotional and intellectual development of children from birth to six years of age.		205	305
CCL	*Skills for Caring Series.* Churchill Livingstone, Copp Clark Longman Ltd., 1992/93. Booklets. A interesting, relevant informative set of resources. Easy to use format but in British publication with spelling and terminology differences. *Caring in Emergencies* - deals with physical emergencies when a care worker is faced with someone who needs immediate help. *Caring Services, The* - emphasizes the importance of the client and the community, to the care worker, throughout health service changes. *Healthy Living* - raises important questions about healthy living and its implication to the student. *Home Care Services* - discusses home care provision and the promotion of client choice and independence. *Human Development* - will help to gain knowledge and understanding of the human development process.	all	all	all
LRDC	*Sports First Aid – A Guide to Sports Injuries.* Sports Medicine Council of British Columbia, Interprovincial Sports Medicine Network, 1992. (Reprinted in 1995.) This guide follows through specific course content for certification including: • role of the sports aider • body basics • injury prevention • on the sidelines • life threatening injuries • assessment and management • common injuries • resources and references		213	313

Teaching Resources (Continued)

Distributor Code	Resources	Level/Module No.		
		1	2	3
LRDC	*Today's Family: A Critical Focus.* Meiklejohn, Yeager, Kuch. Maxwell Macmillan Canada, 1990. Resource Book. A critical focus provides ideas on how families live within a variety of contemporary cross-cultural and historical settings. This book of readings is from a Canadian viewpoint and is divided into five themes. The themes include: *Ways of Knowing About Families, Family as a System, Family Systems Through Time, The Emerging Family and The Enduring Family.* The materials provide well supplemented other resources used in the study of the family.	101		301
SJA	*What Every Babysitter Should Know?* St. John Priory of Canada, St. John Ambulance; 1992. Instructor's Guide. See Basic Learning Resources for annotation and module correlation.			

COMMUNITY HEALTH RESOURCES

FORMAT CODE:
P - Print
S - Software
V - Video

STATUS CODE:
B - Basic
S - Support
O - Other
T - Teaching

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JR/SR HIGH CODE:
J - Junior High
S - Senior High

RESOURCES	*Format*	*Status*	*Junior/Senior High*	Family Dynamics	Caring For Children	Child Development	Home Care I	Perspectives on Health	Personal Safety Management	Adolescent Health Issues	Perspectives on Marriage	Community Volunteerism	Day Care I	Home Care II: Personal Care Services	Sensory Challenges	Anatomy, Physiology Pathology (Respiratory)	anatomy, Physiology Pathology (Circulatory)	Anatomy, Physiology Pathology (Muscular/Skeletal)	complementary Therapies	First Aid/CPR	Sports First Aid I	Family Issues	Parenting	Aging	Pre- and Post-natel Care	Day Care II	Home Care III: Special Conditions	Challenged Individuals	anatomy, Physiology Pathology (Digestion/Elimination)	Anatomy, Physiology Pathology (Nervous/Endocrine)	Mental Health	Advances in Medical Technology	First Aid/CPR for Infants and Children	Sports First Aid II
Module Number				101	104	105	106	108	121	201	202	203	205	206	207	208	209	210	211	212	213	301	302	303	304	305	306	307	308	309	310	311	312	313
Babysitter's Manual - Student Manual	p	B	J		X																													
A Facilitator's Guide	p	T	J																															
Developing Child, The - Text	p	B	J/S			X							X									X	X	X	X	X								
Student Workbook Teacher's Annotated Edition	p	T	J/S																															
Teacher's Wraparound Edition	p	T	J/S																															
Emergency Child Care Supplement	p	B	S																														X	
Emergency Child Care for Child Care Workers - Instructor's Guide and Reference	p	T	S																															
Families Today - Text	p	B	J/S	X						X	X											X	X	X										
Student Workbook Teacher's Annotated Edition	p	T	J/S																															
Teacher's Wraparound Edition	p	T	J/S																															
First Aid in Child Care - Course Supplement	p	B	S																														X	
Instructor's Guide	p	T	S																															
First Aid: The Vital Link - Student Manual	p	B	S						X											X	X												X	X
Instructor's Manual; Colour Transparencies	p	T	S																															
First Aid: First on the Scene - Emergency Level Activity Book	p	B	J/S						X																									
Instructor's Guide	p	T	J/S																															
Video Cassettes (Vol. I-IV)	v	T	J/S																															

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First Aid: First on the Scene - Standard Level Activity Book	p	B	S																	X	X												X	
Instructor's Guide	p	T	J/S																															
Video Cassettes (Vol. I-IV)	v	T	J/S																															
Human Body in Health and Disease, The (7th Edition) - Text	p	B	S													X	X	X						X	X				X	X				
Workbook	p	S	S																															
Nursing Assistant - A Nursing Process Approach (7th Edition)	p	B	J/S				X							X		X	X	X							X		X		X	X	X	X		
What Every Babysitter Should Know?																																		
Handbook	p	B	J		X																													
Instructor's Guide	p	T	J																															
As I Am: Portraits of Persons with a Developmental Handicap - Video	v	S	S																									X						
Athletes and Injuries Series - 6 Videos	v	S	S																		X													X
Baby Owner's Manual, The: Health Parenting for Teens - Video and User Guide	v	S	J/S			X								X		X	X	X						X	X		X		X	X				
Being a Long-Term Care Nursing Assistant (3rd Edition) Student Textbook and Workbook Skills Checklist	p	S	J/S				X							X		X	X	X						X	X		X		X	X				
Canadian Health Care System, The - Text	p	S	J					X																										

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Care Givers Guide, A. Practical Solutions for Coping with Aging Parents or a Chronically Ill Partner or Relative	*p*	S	J/S				X							X													X							
Cardiopulmonary Resuscitation (CPR) and the Human Body Parts 1 & 2 - Courseware/Print	*s*	S	J/S		X																												X	
Child Abuse and Neglect - Video	*v*	S	S																			X	X			X								
Day Care Matters Series - 4 Videos	*v*	S	S										X													X								
Death and Dying (Living with Health Series)	*v*	S	S																			X		X			X							
Developing Child Series, The - 8 Videos / Workbooks	*v/p*	S	J/S			X							X									X	X		X	X								
Family Life Series - 3 Videos	*v*	S	J/S	X							X											X	X											
Foundations for Caregiving - Text	*p*	S	J/S				X							X		X	X	X							X		X		X	X				
Skills for Caregiving - Workbook	*p*	S	J/S																															
Glencoe Health: A Guide to Wellness (4th Edition) - Text	*p*	S	J/S	X						X	X					X	X	X				X	X	X	X				X	X	X	X		
Teacher's Wraparound Edition	*p*	T	J/S																															
Having a Healthy Baby Series - 2 Videos	*v*	S	S																				X		X									
Hearing Disorders (Medicine Demystified Series)	*v*	S	S												X															X				
How it Works Series - 6 Resources	*p*	S	J/S			X	X							X		X	X	X						X	X				X	X				
How the Body Ages (Growing Old in new Age Series) - Video	*v*	S	S																					X			X							
Human Anatomy and Physiology - Workbook and Study Guide	*p*	S	S													X	X	X							X				X	X				

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I'm Pretty Old - Video	v	S	J/S				X							X										X			X							
I Work With a Guy Who's Deaf and Blind	v	S	S												X													X				X		
Labour and Delivery for Teens - Video	v	S	S																				X		X									
Lily: Time To Grow Series - 5 Videos	v	S	J/S		X	X							X										X		X	X								
Maximizing Physical Potential of Older Adults	v	S	J/S				X							X										X			X							
My Dad Can't Be Crazy, Can He? - Video	v	S	S																			X									X			
Myths and Realities of Aging (Growing Old in New Age Series) - Video	v	S	J/S				X							X										X										
Safety First: A Guide to Safe Child Care for Babysitters - Courseware/Print	s/p	S	J		X	X																												
Something Old, Something New - Video	v	S	S								X											X												
Studying Children: Observing and Participating (2nd Edition) - Text	p	S	J/S			X							X	X												X								
Ultimate Human Body, The; A Multimedia Guide to the Body and How it Works - CD-ROM	s	S	S													X	X	X			X				X				X	X				X
Transplant Immunology (Cnd. Women in Science Series) - Video	v	S	S																													X		
What of Tomorrow? - Video	v	S	S																			X	X					X						
Who's In Charge: Teens Talk About Diabetes (Diabetes Balance and Control Series)	v	S	S							X				X								X								X				
Working Marriage Partners - Video	v	S	S								X											X												
Anatomy and Physiology Learning System, The	p	T	J/S														X	X					X						X					

CSB: 96 06 07

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Cross Cultural Caring: A Handbook for Health Professionals	*p*	T	J/S	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Families in Canadian Society (2nd Edition) - Student Text and Teacher's Resource Manual	*p*	T	J/S	X							X											X	X	X										
Just Ask! A Handbook for Instructors of Students Being Treated for Mental Disorders	*p*	T	S																												X			
Parenting: Reward and Responsibilities - Teacher's Annotated Edition	*p*	T	J/S	X		X																X	X		X									
Self Study Orientation Course for Day Care Staff - Curriculum	*p*	T	S										X													X								
Skills for Caring Series - 4 Booklets	*p*	T	J/S	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sports First Aid - A Guide to Sports Injuries	*p*	T	S																		X													X
Today's Family: A Critical Focus - Text	*p*	T	J/S	X																		X												
Dad Film, The - Film	*v*	O	S							X	X											X	X		X									
Finding Out: Incest and Family Sexual Abuse	*v*	O	S																			X	X											
One Hit Leads to Another	*v*	O	S																			X	X											

OTHER RESOURCES

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of the resources. However, the responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Distributor Code	Resources	Level/Module No.		
		1	2	3
FWA	*Dad Film, The.* 1991. A collection of thought provoking and illuminating interviews with four first-time dads. This film will give the dad-to-be information of what it would be like to be a father, the changes, trials, tribulations and joys of fatherhood are expressed through the interviews.		201 202	301 302 304
KIN	*Finding Out: Incest and Family Sexual Abuse* While the topic of incest and family sexual abuse is not pleasant it receives a positive perspective in this film as is shows many people working together to provide support.			301 302
KIN	*One Hit Leads To Another* A realistic look (examples of profane language and physical violence) of abusive relationships to educate the viewers about physical abuse. Viewing and discussion of the film could be catalysts to promote tolerance and understanding.			301 302

ADDITIONAL SOURCES

Available to Community Health teachers, both locally and provincially, are many resources that can be used to enhance Career and Technology Studies courses. These resources can be accessed through the community, government agencies, resource centres and organizations. Some of these sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please check your telephone directory or an appropriate government directory.

The following is a partial list of sources to consider:

TEACHER–LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and non-print resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher–librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content.

Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education Resources section.

ALBERTA EDUCATION SOURCES

The following monographs are available for purchase from:

Learning Resources Distributing Centre
12360 – 142 Street
Edmonton, AB
T5L 4X9
Telephone: 427–2767
Fax: 422–9750

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development*, 1991

  This document looks at the whole child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere*, 1988

  This document focuses on the student as a social being. It looks at the student's affective or emotional growth and examines moral development. These three domains make up the social sphere.

- *Students' Physical Growth: Developmental Framework Physical Dimension*, 1988
- This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.
- *Students' Thinking: Developmental Framework Cognitive Domain*, 1987

  This document explores children's cognitive development from infancy to adolescence. The Piagetian stages of pre-operational, concrete operational and formal operational thinking are explained. Suggestions for improving the learning process are also presented.

Others

- *Focus on Research: A Guide to Developing Students' Research Skills*, 1990

  This document outlines a resource-based research model that helps students manage information efficiently and effectively, and in this process, to gain skills that are transferable to all school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning*, 1990

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

OTHER GOVERNMENT SOURCES

ACCESS: The Education Station
ACCESS: The Education Station offers a variety of resource and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied.

ACCESS: The Education Station publishes a listing of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the Career and Technology Studies videos that are available with teacher utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning Resources section of this Guide. The videos listed and accompanying support material can be obtained from:

ACCESS: The Education Station
3720 – 76 Avenue
Edmonton, AB
T5B 2N6
Telephone: 440–7777 (in Edmonton)
1–800–352–8293
(outside Edmonton)

Alberta Advanced Education and Career Development
Information Development and Marketing
9th Floor, City Centre Building
10155 – 102 Street
Edmonton, AB
T5J 4L5
Telephone: 422–1794
Fax: 422–5126

Career Information Catalogue Update, 1994
The Career Planner
Children Challenges Choice
Entrepreneur: A Big Word for Small Business
Rural Women as Business Entrepreneurs
Positive Works
Skills are your Passport.

Videos on career planning and entrepreneurial topics are available through the library of this department. Call 422–4752 for more information. The following videos are representative of the library's holdings:
The Entrepreneur
Get a Job
A Head for Business
The Seven Phases of a Job Interview.

Broadcast Media Branch
7000 – 113 Street
Edmonton, AB
T6H 5T6
Telephone: 427–2127
Fax: 427–2861

Audio Visual Catalogue (an annotated listing of films and videos available for loan upon request; updated each year).

Alberta Family and Social Services
(Day Care Program)
11th Floor, Seventh Street Plaza
10030 – 107 Street
Edmonton, Alberta
T5J 3E4
Telephone: 427–4477
Fax: 427–2039

Alberta Family and Social Services
General Information Number
Telephone: 427–2734

Alberta Occupational Health and Safety
5th Floor, 10709 Jasper Avenue
Edmonton, Alberta
T5J 3N3
Telephone: 427–2320; 427–3530
Fax: 427–5698

There are also offices in Calgary, Edson, Fort McMurray, Grande Prairie, Lethbridge, Lloydminster, Medicine Hat, Red Deer and Vermilion.

Community Health and Nutrition
Family Health Services
5th Floor, Seventh Street Plaza
10030 – 107 Street
Edmonton, AB
T5J 3E4

Health Canada
Publications
public Affairs, head Office
Brooke Claxton Building
de la Colombine
Tunney's Pasture
Ottawa, ON
K1A 0K9

Health Protection Branch
840, 9700 Jasper avenue
Edmonton, AB
T5J 4C3
Telephone: 495–2626
Fax: 495–2624

or

282, 220 – 4 Avenue S. E.
Calgary, AB
T2G 4X3
Telephone: 292–4650
Fax: 292–4644

National Film Board of Canada (NFB)
The NFB has numerous films and videotapes that may be suitable for Community Health. For a listing of NFB films and videotapes indexed by title, subject and director, or for rental or purchase of NFB films and videotapes, call 1–800–267–7710 (toll-free).

Educational Marketing Officers in Calgary and Edmonton are available, province wide, for workshops, conferences, professional development days and similar activities. For northern Alberta and the Northwest Territories, the Educational Marketing Officer can be reached at 495–3012 (fax, 4956412). For southern Alberta, contact the Educational Marketing Officer at 292–5411 (fax, 292–5458).

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please consult the relevant catalogues in your school or school district.

The Calgary Public Library has a selection of NFB films and videotapes that can be borrowed free of charge with a Calgary Public Library borrower's card. For further information, contact:

Calgary Public Library
Films and Recordings Department
616 Macleod Trail SE
Calgary, AB
T2G 2M2
Telephone: 260–2781
Fax: 292–5458

Resource Centres

Urban Resource Centres

Calgary Board of Education
Supervisor, Education Media
3610 – 9 Street SE
Calgary, AB
T2G 3C5
Telephone: 294–8540
Fax: 287–9739

Calgary Separate School Board
Supervisor, Instructional Materials
1000 – 5 Avenue SW
Calgary, AB
T2P 4T9
Telephone: 246–6663
Fax: 249–3054

County of Strathcona
Director, Learning Resource Service
2001 Sherwood Drive
Sherwood Park, AB
T8A 3W7

Edmonton Public School Board
Learning Resource Consultant
Centre for Education
One Kingsway Avenue
Edmonton, AB
T5H 4G9
Telephone: 429–8320
Fax: 429–8318

Lakeland School District No. 5460
Area Superintendent
Postal Bag 1001
6005 – 50 Avenue
Bonnyville, AB
T9N 2L4
Telephone: 826–3145
Fax: 826–4600

Medicine Hat School District No. 76
IMC Manager
601 – 1 Avenue SW
Medicine Hat, AB
T1A 4Y7
Telephone: 526–1323
Fax: 529–5339

Red Deer Public School Board
Coordinator of Instruction
4747 – 53 Street
Red Deer, AB
T4N 2E6
Telephone: 343–1405
Fax: 347–8190

St. Anthony's Teacher Centre
Supervisor, Curricular Resources
10425 – 84 Avenue
Edmonton, AB
T6E 2H3
Telephone: 439–7356
Fax: 433–0181

Regional Resource Centres

Zone I
Zone I Regional Resource Centre
Film Supervisor
10020 – 101 Street
P.O. Box 6536
Peace River, AB
T8S 1S3
Telephone: 624–3187
Fax: 624–5941

Zone II and III
Central Alberta Media Services (CAMS)
Film Supervisor
182 Sioux Road
Sherwood Park, AB
T8A 3K5
Telephone: 464–5540
Fax: 467–5469

Zone IV
Alberta Central Regional Education
Services (ACRES)
Operations Manager
County of Lacombe
Parkland Regional Library Building
56 Avenue and 53 Street Corner
Box 3220
Lacombe, AB
T0C 1S0
Telephone: 782–5730
Fax: 782–5831

Zone V
South Central Alberta Resource Centre
(SCARC)
c/o County of Wheatland
435 B Hwy #1
Strathmore, AB
T1P 1J4
Telephone: 934–5028
Fax: 934–4889

Zone VI
Southern Alberta Learning Resource Centre
(SALRC)
Film Supervisor
Provincial Government Administration
Building
120, 909 Third Avenue North
Box 845
Lethbridge, AB
T1J 3Z8
Telephone: 320–7807
Fax: 320–7817

Statistics Canada
Regional Office
8th Floor, Park Square
10001 Bellamy Hill
Edmonton, AB
T5J 3B6
Telephone: 495–3023
Fax: 495–5318

PROFESSIONAL ASSOCIATIONS

Child and Youth Care Association of Alberta
Box 11360
Edmonton, AB
T5J 3K6

Alberta Association of Social Workers
Suite 200, 11831 – 123 Street
Edmonton, AB
T6E 5G5

Alberta Home Economics Association
Box 4688
Edmonton, AB
T6E 5G5

Alberta Registered Dieticians Association
18104 – 102 Avenue
Edmonton, AB
T5S 1S7

Canadian Home Economics Association
901, 151 Slater Street
Ottawa, ON
K1P 5H3

Canadian Association of Social Workers
55 Parkdale Avenue
Ottawa, ON K1Y 1E5

Canadian Society of Clinical Chemists
Suite 306, 4 Cateraqui Street
Kingston, ON
N6A 5C1

Alberta Arts Therapy Association
Box 957, Postal Station G
Calgary, AB
T3A 0E0

Canadian Association for Music Therapy
Box 2132
Sarnia, ON
N7T 7L1

Alberta Association of Medical Radiation Technologists
Suite #1, 2nd Floor, 2210 – 39 Street North
Lethbridge, AB
T1H 5J2

Alberta Society of Laboratory Physicians
4B1.23 W.C. Mackenzie Health Sciences Centre
University of Alberta
8440 – 112 Street
Edmonton, AB
T6G 2B7

College of Physicians and Surgeons of Alberta
Suite 400, Manulife Place
10180 – 101 Street
Edmonton, AB
T5J 4P8

Alberta Pediatric Society
1820 Richmond Road S. W.
Calgary, AB
T2T 4C7

Alberta Society of Optometrists
Suite 902, 11830 Kingsway Avenue
Edmonton, AB
T5G 0X5

Alberta Association of Registered Occupational Therapists
Suite 311, 4245 – 97 Street
Edmonton, AB
T6E 5Y7

Canadian Psychological Association
Vincent Road
Old Chelsea, PQ
J0X 2N0

Alberta Association of Dental Technicians
300, 5241 Calgary Trail South
Edmonton, AB
T6H 5G8

College of Chiropractors of Alberta
516, 10235 – 101 Street
Edmonton, AB
T5J 3G1

REGIONAL HEALTH AUTHORITIES

Alberta Cancer Board
6th Floor, 9707 - 110 Street
Edmonton, AB
T5K 2L0
Telephone: 482-9300
Fax: 488-7809

Aspen Regional health Authority
P.O. Box 2308,
10009-100 Avenue
Westlock, AB
T0G 2L0
Telephone: 349–8705
Fax: 349–4879

Calgary Regional Health Authority
1213 – 4th Street, SW,
Calgary, AB
T2R 0X7
Telephone: 541–3670
Fax: 541–3681

Capital Health Authority
1J2 WMC,
8440 – 112 Street
Edmonton, AB
T6G 2B7
Telephone: 492–5000
Fax: 492–4257

Chinook Health Region
960 – 19 Street, South
Lethbridge, AB
T1J 1W5
Telephone: 382–6009
Fax: 382–6011

Crossroads Regional Health Authority
5610 – 40 Avenue,
Box 6627
Wetaskiwin, AB
T9A 2G3
Telephone: 352–3766
Fax: 352–3988

David Thompson Health Region
602 Provincial Bldg.
4920 – 51 Street
Red Deer, AB
T4N 6K8
Telephone: 341–8622
Fax: 341–8632

WestView Regional Health Authority
101 Erie Street South
Devon, AB
T0E 1E0
Telephone: 987–3376
Fax: 987–2798

East Central Regional Health Authority
4703 – 53 Street
Camrose, AB
T4V 1Y8
Telephone: 672–8800
Fax: 672–5023

Headwaters Health Authority
560 – 9 Avenue, West
High River, AB
T1V 1B3
Telephone: 652–0104
Fax: 652–0190

Keeweetinok Lakes Regional Health Authority
P.O. Box 874
Provincial Bldg.
High Prairie, AB
T8S 1S2
Telephone: 523–6749
Fax: 523–6642

Lakeland Regional Health Authority
P.O. Box 248
#210 Provincial Bldg.
Smoky Lake, AB
T0A 3C0
Telephone: 656–2030
Fax: 656–2033

Mistahia Regional Health Authority
#2301, 10320 – 99 Street
Grande Prairie, AB
T8V 6J4
Telephone: 538–5387
Fax: 538–5455

Northern Lights Regional Health Authority
7 Hospital Street
Fort McMurray, AB
T9H 1P2
Telephone: 791–6024/791–6161
Fax: 791–6029

Northwestern Health Services Region
P.O. Bag 10,000
10106 – 100 Avenue
High Level, AB
T0H 1Z0
Telephone: 926–4388
Fax: 926–4149

Palliser Health Authority
P.O. Box 1120
666 – 5 Street SW
Medicine Hat, AB
T1A 4H6
Telephone: 529–8042
Fax: 529–8998

Peace Health Region
10015 – 98th Street
Peace River, AB
T8s 1S2
Telephone: 624–3611
Fax: 624–9315

Provincial Mental Health Board
100, 9405 – 50 Street
Edmonton, AB
T6B 2L5
Telephone: 422–2233
Fax: 422–2472

Regional Health Authority
625 Riverside Drive, E,
Box 429
Drumheller, AB
T0J 0Y0
Telephone: 823–5245
Fax: 823–7589

WestView Regional Health Authority
101 Erie Street South
Devon, AB
T0C 1E0
Telephone: 987–3376
Fax: 987–2798

DISTRIBUTOR DIRECTORY

The entries in the distributor directory are arranged alphabetically by code.

Code	Distributor/Address	Telephone/Fax
ABC	Allyn and Bacon Canada See LRDC Buyers Guide for information.	
ACC	ACCESS: The Education Station 3270 – 76 Avenue Edmonton, AB T5B 2N9	(403) 440–777 1–800–252–9363
ASS	Alberta Family and Social Services Day Care Programs 11th Floor, Seventh Street Plaza 10030 – 107 Street Edmonton, AB T5J 3E4	(403) 422–1119
CC	Copp Clark Longman Ltd. See LRDC Buyers Guide for information.	
CLC	Canadian Learning Company See LRDC Buyers guide for information	
CRC	Canadian Red Cross Society 737 – 13 Avenue S. W. Calgary, AB	(403) 541–4400
CTV	CTV Program and Archive Sales 250 Yonge Street, Suite 1800 Toronto, ON M5B 2N8	(416) 595–4463 Fax (416) 595–0917
FA	Filmwest Associates Distribution LTD. 2399 Hayman Road Kelowna, BC V1Z 1Z7	(604) 769–3399 Fax (800) 570–5505 (604) 769–5599
ITE	International Telefilm Enterprises 5090 Explorer Drive, Suite 301 Mississauga, ON L4W 4T9	(800) 561–4300 (905) 629–3133 Fax: (905) 629–1211
LRDC	Learning Resources Distributing Centre 12360 – 142 Street Edmonton, AB T5L 4X9	(403) 427–2767

Distributor Directory (continued)

Code	Distributor/Address	Telephone/Fax
MEC	Meridan Education Corporation 236 E Front Street Bloomington, IL 61701	(309) 827–5455
MLC	Magic Lantern Communications LTD. 19949 - 56 Avenue Langley, BC V3A 3Y2	(800) 263–1818 (604) 530–2602 Fax: (604) 530–2603
MM	Maxwell–Macmillan See LRDC Buyers Guide for information	
MMGC	Multimedia Group of Canada 5225, rue Berri Montreal, QC H2J 2S4	(514) 273–4231 Fax: (514) 276–5130
MS	Magna Systems 95 West County Line Road Barrington, IL, USA 60010	(708) 382–6477 Fax: (708) 382–6485
OFL	Omega Films Ltd. See LRDC Buyers guide for information	
OFL	Omega Films Ltd. See LRDC Buyers guide for information	
SJA	St. John Ambulance Provincial Headquarters 10975 – 124 Street Edmonton, AB T5M 0H9	(403) 452–6565
SL	School Libraries Distributed to school libraries throughout the province.	
SMCA	Sports Medicine Council of Alberta 11759 Groat Road Edmonton, AB T5M 3K6	(403) 453–8636 Fax: (403) 422–3093
UA	University of Alberta c/o Donna Wilson, RN, PhD. Faculty of Nursing University of Alberta Edmonton, AB T6G 2G3	(403) 492–5574 Fax: (403) 492–2551
VEC	Visual Education Centre 41 Horner Avenue, Unit 3 Etibicoke, ON M8Z 4X4	(800) 668–0749 (416) 252–5907 Fax: (416) 251–3720

COMMUNITY HEALTH

SECTION J: SAMPLE STUDENT LEARNING GUIDES

(INTERIM)

TABLE OF CONTENTS

A student learning guide presents information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

The student learning guides included in this section are organized as follows:

- Why take this module?
- What do you need to know before you start?
- What will you know and be able to do when you finish?
- When should your work be done?
- How will your mark for this module be determined?
- Which resources may you use?
- Activities/Worksheets

A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

SAMPLE STUDENT LEARNING GUIDES

Child Development (CMH105) J.1

Anatomy, Physiology, Pathology (Nervous/Endocrine) (CMH309) J.7

TAKE THIS MODULE?

☑ **T.I.P.S. (Toddlers, Infants, Pre-schoolers and School-aged Children)**

Interested? In this module you will discover that those *Terrible Twos* and *Ferocious Four* year old children are really quite normal. Students interested in a child-related career will enjoy this activity-filled module.

DO YOU NEED TO KNOW BEFORE YOU START?

No previous experience is required for this module. Enthusiasm and a willingness to learn about children and their development will ensure success.

Child Development (CMH105)

WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

- ☑ Identify the various development stages of children and the care required at each stage.
- ☑ Identify solutions to problems in child care
- ☑ Practical activities demonstrating care required for developing children
- ☑ Identify the various community childcare resources and compare the programs based on individual child and family needs
- ☑ Identify a career in the area of child care.
- ☑ Demonstrate basic competencies.

SHOULD YOUR WORK BE DONE?

Work should be completed by________________________

See Page 4 and
complete the Time Management Planning Chart.

Child Development (CMH105)

WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark will be determined as follows:	
☑ presentation on child development	25%
☑ solving scenarios	20%
☑ practical activities	35%
☑ identify and evaluate community resources	10%
☑ a career profile.	10%

RESOURCES MAY YOU USE?

- ☑ The Developing Child (print)
- ☑ Families Today (print)
- ☑ Skills for Caring (print)
- ☑ Baby Owner's Manual (video)
- ☑ The Developing Child (video)
- ☑ Studying Children: Observing and Participating (print)
- ☑ Lily Series (videos)
- ☑ Parenting: Rewards and Responsibilities (print)
- ☑ Canada's Guide to Health Eating

Time Management Planning Chart

Using the chart below, pre-plan the work that needs to be done in this module. Plan on how you will use your class time as well as extra time that you will need to complete the assignments in this module. The chart below will help you develop a 5-week plan.

Name ______________________________

Month ______________________________

Monday	Tuesday	Wednesday	Thursday	Friday
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

Child Development (CMH105)

1. View a video on child development. Participate in the group discussion.
2. Create a bulletin board for the class. (Each student brings a baby picture.) Indicate:
   - when you first walked
   - when you got your first tooth
   - what was your birth weight and length
   - what was you weight and height at one year.
3. Using resources in the classroom, develop a chart identifying the physical, mental and social development of:
   - infants
   - toddlers
   - pre-schoolers
   - school-aged children.
4. Observe a toddler and a pre-schooler in a specific situation and record your observations. Give your reactions to your observations based on your knowledge of child development. Locations might include a mall, playground, day care or at home. Compare development stages of these two children.
5. In small groups, brainstorm to identify basic needs of children. Complete worksheets on basic needs of children. Discuss the importance of providing love and security. Be prepared to present your ideas to the class.
6. Routines and boundaries must be set and maintained. In your notebook, give possible solutions to the scenarios involving routines and boundaries when you are the caregiver.
7. A clean, safe environment is important. List ten safety-related practises to be adhered to to ensure the children in your care are safe. Review emergency procedures and provide solutions to the emergency scenarios.?
8. Why is play important? Bring toys from home or cut out pictures of toys and evaluate using the form provided. Determine if they help children develop mentally, physically or socially.
9. Prepare a game, an activity or toy suitable for a young child. Explain:
   - how the game is played
   - why the child might like it
   - what they might learn from playing it
   - the age of the child for which it is appropriate.
10. Following *Canada's Guide for Healthy Eating* and information related to feeding children, plan a one day's menu. Prepare and present a meal suitable for one age group. When you present your meal be prepared to explain your choice in regards to nutrition, age suitability, child appeal, ease of preparation.
11. You have one hundred dollars to buy clothing for a child for one year. Read information on children's clothing. Choose an age group and outline clothing items, store, size, cost and reason for buying.

Child Development (CMH105)

12. Participate in a discussion on the importance of and the ways and means of meeting the needs of special children.

13. Brainstorm to identify the variety of community child care resources. Consider:
    - types
    - describe how they meet physical, social and/or mental needs of children
    - advantages and disadvantages

    and complete the form *Community Resource Assessment* for two community resources.

14. Choose a career associated with working with young children. Complete the career profile included on the *Community Resources Assessment*.

Anatomy, Physiology, Pathology (Nervous/Endocrine) (CMH309)

TAKE THIS MODULE?

☑ So you want to be a neurosurgeon or find a cure for diabetes! Learn more about nervous/endocrine conditions as they affect the individuals, family and friends.

DO YOU NEED TO KNOW BEFORE YOU START?

You need to have completed the Community Health modules Perspectives on Health, Respiratory, Circulatory, Muscular/Skeletal and Digestion/Elimination.

Anatomy, Physiology, Pathology (Nervous/Endocrine) (CMH309)

WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

- ☑ demonstrate an understanding of the anatomy, physiology and pathology of the nervous and endocrine systems
- ☑ demonstrate an understanding of the pathology, treatment and impact of conditions and emergencies of the nervous and endocrine systems on the individual, family and community.
- ☑ outline factors that promote personal health and well-being
- ☑ inventory community resources and support systems available
- ☑ identify career opportunities related to the nervous endocrine systems
- ☑ demonstrate basic competencies (managing learning, resources, demonstrating responsibility, teamwork and leadership).

SHOULD YOUR WORK BE DONE?

Work should be completed by ______________________________

See page 4 and
complete the time management planning chart.

Anatomy, Physiology, Pathology (Nervous/Endocrine) (CMH309)

WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark will be determined as follows:	
☑ Nervous/Endocrine Concept Test	30%
☑ Presentation/report on Nervous/Endocrine conditions	30%
☑ Practical activities for treating nervous/endocrine emergencies	20%
☑ Developing a Personal Action Plan	10%
☑ Career profiles.	10%

RESOURCES MAY YOU USE?

☑ Human Body in Health and Disease (print)
☑ Anatomy and Physiology Learning Systems (print)
☑ Diabetes: Balance and Control (video)
☑ How It Works Series – Body, Immune System, Brain (print)
☑ Anatomy and Physiology Coloring Workbook and Study Guide

Time Management Planning Chart

Using the chart below, pre-plan the work that needs to be done in this module. Plan on how you will use your class time as well as extra time that you will need to complete the assignments in this module. The chart below will help you develop a 5-week plan.

Name ______________________________

Month ______________________________

Monday	Tuesday	Wednesday	Thursday	Friday
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

Anatomy, Physiology, Pathology (Nervous/Endocrine) (CMH309)

1. With a partner, use the classroom resources to research a condition which may affect the endocrine system. Hand in a one page summary of your research and eight suggested exam questions. Your report will be presented to the class and must include:
   - location and function of the endocrine gland affected. (Locate on diagram on the bulletin board.)
   - pathology and treatment for the condition
   - impact of the condition on the individual, family members and the community
   - suggestions to help the individual live with the condition
   - community support resources available.

   Schedule your presentation time on the master calendar
2. View the video *Diabetes: Balance and Control* and complete the evaluation.
3. Using classroom resources, complete the diagram and worksheet on the brain.
4. Complete the worksheets showing the components and functions of the central and peripheral nervous systems.
5. Following the instructor's demonstration, be prepared to demonstrate first-aid procedures for neurological and endocrine emergencies.
6. With a partner, choose and research a condition which may affect the nervous system. Your report must include:
   - the pathology, signs, symptoms, prevention and treatment of this condition
   - the social, emotional and economic impact of the condition on individual, family members and the community
   - suggestions to reduce the impact of this condition on the individual
   - a list of community support resources available.
7. Complete a written test on the structure, function and pathology of the endocrine and nervous systems. See master calendar for the date.
8. Complete your Personal Action Plan, outlining your plans to promote and maintain a healthy nervous/endocrine system throughout your life.
9. Job Shadow and report, interview and report, or arrange for a guest speaker to attend class and speak on a career related to the nervous/endocrine system. Be sure the following information is presented:
   - personal characteristics necessary
   - training/education required
   - employment and entrepreneurial opportunities
   - working conditions
   - salary and benefits.

   Schedule this presentation on the master calendar.